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ONTARIO

Prospects 2001

Ontario's Guide to Career Planning

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explore YOUR future

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Now!

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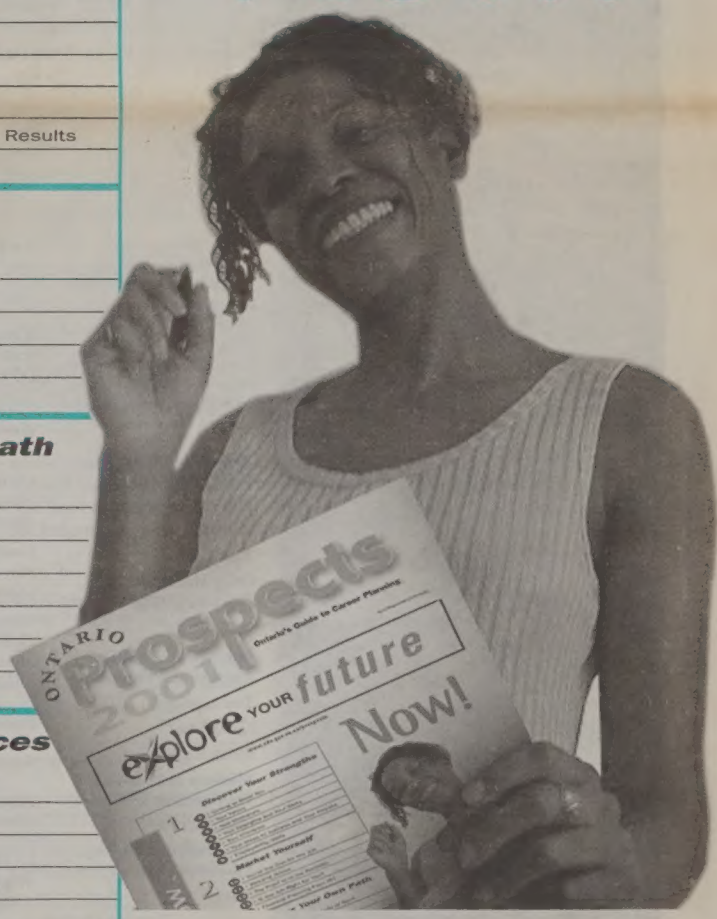
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are YOU ready?

If life is a journey, are you in the driver's seat? Do you follow your own path? Do you make every turn a new adventure?

When you explore new horizons, you learn more about yourself and the world around you.

As you embark on your career journey, be prepared – there may be twists, turns, bumps and detours. Relax and enjoy the trip. How, you ask? Keep these five career messages in mind, and think about what they mean for your career.

Change is constant

Be excited about the opportunity to try something new.

Follow your heart

for inspiration, motivation and happiness.

Team up with others

and seek the advice of friends, family and community.

Keep on learning

throughout your life, to stay challenged and motivated.

Focus on the journey

Keep your final destination in mind, but don't let it keep you from taking advantage of other opportunities along the way.



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Getting to know YOU

Knowing yourself will help you make choices that are good for you, but getting input from others can also be useful in identifying traits you may not see. Figuring out your likes and dislikes, your strengths and your values, is the key to your journey.

- Do you recognize your dreams, passions, beliefs, values and interests?
- Do you know what you want to achieve?
- Do you know what your talents, abilities, skills and accomplishments are?
- Do you know what you have to offer the world?

If you don't, that's okay. There are lots of tools to help you. Others you respect may be able to point out positive attributes that are not obvious to you, so be sure to check your network of friends, family, colleagues, teachers and counsellors!

With the answers in hand, you'll start looking at the world around you, and the options it presents, in a different light.

Source: *The Career Planner*, Alberta Human Resources and Employment, page 28

ONTARIO **Prospects** 2001

Ontario's Guide to Career Planning

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Ontario Prospects Editorial Team

Ministry of Education
Grant Clarke
Tony DiLena
Doley Henderson
Chantal Locatelli
Susan Pekilis
Ministry of Training,
Colleges and Universities
Toni Lauriston
Liz Mahon
Lorna Tomassoni
Ministry of Economic
Development and Trade
Madge Linton
Association of Career
Educators
Marilynn Burke

Production Team

Design:
Fizz Design Inc.

Canada Prospects Editorial Team

Gaylene Alton,
Canadian Council for
Human Resources in the
Environment Industry
Christine Bordeleau,
Human Resources
Development Canada
Joseph Brennan,
New Brunswick
Department of Education
Tracey Dennehy,
Canadian Council for
Human Resources in the
Environment Industry
Laurie Edwards,
Nova Scotia Department of
Education and Culture
Robert Goguen,
National Life/Work Centre
Liz Hong-Farrell,
Volunteer Canada

Gisèle Jean-Baptiste,
Cultural Human
Resources Council

Micheline Jolicoeur,
Human Resources
Development Canada

Leslie Lounsbury,
Manitoba Education and
Training

John McCormick,
Canada Career Information
Partnership

Valerie McNabb,
Canadian Career
Information Association

Danuszia Mordasiewicz,
Human Resources
Development Canada

Madelen Ortega,
BC WorkInfoNET

Roger Parent,
National Life/Work Centre

Sylvan Williams,
Canadian Ethnocultural
Council

Production Team

Belinda Brown,
Canada Career Consortium
Jean-Pierre Picard,
Canada Career Consortium
Writing and English,
Copy Edit:
The Gordon Writing Group
Design:
Accurate Design
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information write to:
Secondary School Project
Ministry of Education
900 Bay Street, 8th Floor
Mowat Block
Toronto, Ontario,
M7A 1L2
Fax: 416-325-2552

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WHO AM I?

Technology is changing our lives – and our work. You probably won't be surprised to see how some work has evolved with the help of computers. Match each occupation with the appropriate description of work.

1 I used to work in a studio, or out in the field. Now I also work with digital technology on high-speed computers. I am a/an

2 I used to manually arrange words, sentences and images for printing. Now I use sophisticated software to get the message across. I am a/an

3 I used to draw and colour images by hand. Now I use computerized design software to make images come alive. I am a/an

4 I used to do work "in the open". Now I use lasers and technology to speed up healing. I am a/an

5 I used to take orders with a pen and paper. Now I might use a specialized computer program to bring up your order. I am a/an

Don't be fooled. Many of the positions that existed before computers are still around, but the skills required to do the work may have changed.

Answer key: 1. photographer 2. desktop publishing operator 3. animator 4. surgeon 5. food and beverage server

See yourself in

360°

Knowing yourself is important, especially when you think about your career. From a career perspective, looking inside yourself and thinking about what you can do and what will make you happy can help.

You can put together a picture of yourself, not only from what you see in yourself but also from how other people see you.

In life we play many roles – family members, students, teammates, employees and co-workers. Every person we are involved with may view us differently.

You can use tools to assess *yourself*, but you can also use tools such as a "360-degree" assessment to find out how key people in your life think about you. This is an assessment from various perspectives – hence, a 360-degree assessment.

Start by asking people about what they see when they look at you. Think about the people who guide you, such as bosses, parents and teachers; those who look up to you, such as children and employees; and those in the same situation as you, such as friends, co-workers, brothers and sisters.

By getting different perspectives, you get a new picture of yourself. Often, the picture will hold some surprises – things you hadn't considered, qualities you may want to change or qualities you didn't know you had.

A 360-degree assessment is an adventure in self-discovery. To get the most out of it, it helps to do it formally. In the pages that follow, we've given you the tools to do the job – a map for a voyage of self-discovery.

A Journey

1 Susan Aglukark
(singer)

2 Neve Campbell
(*Party of Five*, *Scream 1, 2 and 3*)

3 Jim Carrey
(*The Mask*, *Ace Ventura*, *Man on the Moon*)

4 Shania Twain
(singer)

5 Sylvie Fréchette
(synchronized swimmer)

6 William Shatner
(*Star Trek*)

7 Tom Jackson
(actor, musician)

8 Keanu Reeves
(*Bill and Ted's Excellent Adventure*, *The Matrix*)

9 Myriam Bédard
(biathlon)

Careers are a never-ending journey through life, and every experience makes the trip more interesting, memorable and rewarding. True overnight success stories are rare, and even some famous people got their starts in surprising places. Match up the following Canadians with the things they did before they were famous:

A Worked with a cabaret troupe as a singer and dancer at the Deerhurst Resort in Ontario.

B Was employed by the Canadian Department of Indian and Northern Affairs as a linguist.

C Began rifle shooting as a member of army cadets at 14.

D Lived on the streets of Winnipeg.

E Sharpened skates at an ice rink and managed a pasta shop in Toronto.

F Studied dance at the National Ballet School of Canada.

G Studied commerce at McGill University.

H Worked as a janitor.

I Was a TV show host.

ANSWERS

1 B
2 F
3 H
4 A
5 I
6 G
7 D
8 E
9 C

1 Your Values

Our values shape how we live. They help us choose our occupation and our friends, and they determine how we face challenges in life. In short, values define who we are.

Follow the clues on the game board. Identify from the list at the bottom of the page the value that matches the clue on the board.

Try to identify which values are important to you. List them in the value list at the end of the game. You may have other values that are not included here that you can add to your list.

Ask a friend, teacher or supervisor to identify your values so you get a global view. Compare these with your five most important values. Ask what factors led to your assessor's choice. List your top five values in **Your Results** on page 8.



My five most important values are:

| | |
|---|--|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |

| | | | | |
|------------|--------------|------------|-------------|-----------------|
| Morals | Independence | Precision | Structure | Knowledge |
| Freedom | Teamwork | Excitement | Security | Problem solving |
| Status | Ethics | Family | Affiliation | Serenity |
| Money | Expertise | Fun | Health | Location |
| Creativity | Variety | Technology | Empowerment | |

Morals - 10 • Freedom - 5 • Status - 6 • Money - 8 • Creativity - 3 • Independence - 4 • Teamwork - 14 • Ethics - 23 • Expertise - 20 • Variety - 16 • Precision - 15 • Family - 22 • Fun - 13 • Health - 12 • Structure - 17 • Security - 1 • Affiliation - 24 • Knowledge - 7 • Problem solving - 18 • Serenity - 19 • Location - 9

2 Your Motivators

Do you know what motivates you? Everyone has personal desires that inspire achievement. When we are truly motivated, it's amazing what we can accomplish. Knowing your motivators will help you succeed.

As you think about the kinds of work that might interest you, you'll need to ask yourself what kinds of work will provide you with the motivators you need to accomplish your goals.

Look at the following list of motivators and check the ones that apply to you.

- ☐ **Achievement** (Feeling you've accomplished something)
- ☐ **Honesty** (Feeling you've done the fair and truthful thing)
- ☐ **Moral Fulfilment** (Being true to your values)
- ☐ **Advancement** (Achieving your goals)
- ☐ **Independence** (Being on your own)
- ☐ **Pleasure** (Enjoying life)
- ☐ **Challenge** (Overcoming obstacles)
- ☐ **Integrity** (Doing the "right" thing)
- ☐ **Power** (Influencing others)
- ☐ **Change** (Looking out for new experiences)
- ☐ **Variety** (Doing a lot of different tasks)
- ☐ **Involvement** (Participating in community, family, work)
- ☐ **Public Contact** (Working with the public)
- ☐ **Tranquillity** (Having a peaceful environment)
- ☐ **Recognition** (Being known for what you do)
- ☐ **Cooperation** (Being part of a team)
- ☐ **Knowledge** (Learning and knowing more)
- ☐ **Creativity** (Being artistic or innovative)
- ☐ **Leadership** (Being the one who offers direction)
- ☐ **Self-respect** (Feeling good about yourself)

- ☐ **Family** (Valuing your family)
- ☐ **Happiness** (Feeling good)
- ☐ **Loyalty** (Benefiting your organization or company)
- ☐ **Friendship** (Valuing your friends)
- ☐ **Money** (Having money)
- ☐ **Supervision** (Overseeing others)
- ☐ **Health** (Being in good health)
- ☐ **Personal Development** (Acquiring new skills)
- ☐ **Flexibility** (Being able to do what you want, when you want)

Are there others you would like to add?

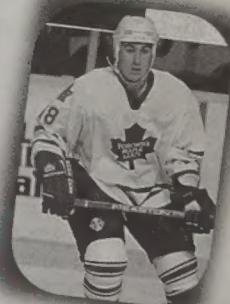
Take a look at what you chose from this list. Select your eight top motivators and keep these in mind as you explore various occupations. Remember that motivation is only one aspect to consider. The exercises in this section will help you identify your character traits, skills, values and personal strengths.

Don't forget that you should ask a friend and a teacher or supervisor for their evaluation of your motivators. Add their results to your own and you'll have a global view of what motivates you!

When you are done, be sure to write your five top motivators in **Your Results** on page 8.

Managing Change

When a severe concussion in the 1998-1999 season threatened Alyn McCauley's career, the Toronto Maple Leaf forward never doubted he would play again. He simply applied the same level of commitment to resuming his career as he did eight years ago, when he started his career as a junior hockey star with the Ottawa 67's.



“When you set your sights on one goal, like I did when I decided I wanted to play hockey in the National Hockey League,” says the 23-year-old Alyn, “you have to be prepared to sacrifice other areas of your life.”

Alyn made sacrifices but still did all he could to ensure he had an education to fall back on. “It helped that my mother is a teacher,” he says, “but I still had to make the

time to complete my education while not shortchanging my commitment to a hockey career.”

When his concussion forced him to miss 60 games in the 1999-2000 season, Alyn knew he could build on his education to pursue another career. “I was prepared to take courses, to pick up where I left off if things didn't work out,” he recalls, “but first I wanted to do all I could to start playing hockey again.”

That included as much work off the ice as it did on it. “The fact is,” he says, “being successful in any sport requires as much commitment away from the game as it does actually playing it. The best players in the NHL work endlessly to keep themselves in shape – mentally and physically – for when the puck drops and the game begins.”

Alyn says the mental side of the game is as tough as, if not tougher than, the physical side. “It's especially tough when you're not on the power play and you feel you should be or that the guy next to you is getting more ice time than you are.” According to Alyn, it's a matter of patience, hard work and remembering that you're part of a team.

3 Your Strengths

What are your personal strengths? Use the chart below to help you identify your own strengths. Be sure to compare your results with feedback from others. Follow Steph's example to get a global view of yourself.

Steph has completed a questionnaire on personal strengths. Her manager and her friend Kim have also completed the questionnaire about Steph. Not surprisingly, there are some different points of view.

It's interesting to note that Steph gave herself a lower overall assessment than Kim and her manager did. Steph's perception of how she handles deadlines and responsibility, for example, might reflect her fear of letting down people who count on her. However, these issues are not a problem for her at work. Without completing a 360-degree assessment, Steph might never have been aware of this difference. The feedback from others can help build her confidence in areas where she thought she was weak, and identify areas for improvement.

| Evaluators | Steph | Kim | Steph's manager | YOU |
|---|------------------|----------|-----------------|--------------------------|
| 1. Meets deadlines | S | A | A | <input type="checkbox"/> |
| 2. Gets along well with others | A | A | A | <input type="checkbox"/> |
| 3. Shows flexibility when things change | S | S | A | <input type="checkbox"/> |
| 4. Communicates clearly | S | S | S | <input type="checkbox"/> |
| 5. Is pleasant and cheerful | A | A | A | <input type="checkbox"/> |
| 6. Is generally enthusiastic | S | A | S | <input type="checkbox"/> |
| 7. Handles responsibility well | | S | A | <input type="checkbox"/> |
| 8. Is a good problem solver | A | S | A | <input type="checkbox"/> |
| 9. Is neat and organized | A | S | A | <input type="checkbox"/> |
| 10. Is a good listener | A | A | A | <input type="checkbox"/> |
| Total: | Sometimes | 5 | 4 | 2 |
| | Always | 5 | 6 | 8 |
| | Never | 0 | 0 | 0 |

Record five of your own personal strengths in **Your Results** on page 8. You may wish to include personal strengths not listed in Steph's example.

N=Never

S=Sometimes

A=Always

Many of the skills you learn from one occupation or learning experience can be transferred to the next. No matter where you go or what you explore, the skills you have acquired rarely become obsolete.

Figuring out your skills will help you take charge of your career. As you explore the world of work, you'll need to be able to identify the skills you possess and the skills required by the type of work you seek.

There are different types of skills. Work-specific skills are skills that qualify you to do certain kinds of work, such as build furniture or fix cars. Transferable skills are the skills you can apply to many different situations, such as language skills, customer service skills or computer skills. Essential skills are the skills you will need in every job, at varying levels, such as the ability to read, do basic math or solve problems.

4 Your Skills

You can find out more about your skills by asking others for their feedback. Use the following checklist to have others evaluate your skills. When you have received their comments, you can compare them with your own evaluation and identify skills you may have missed.

Skills Checklist, completed by _____ (name):

| SAMPLE ACTIVITY | HAS SKILL | EXAMPLE |
|---|--------------------------|---------|
| Communication Skills enable you to read, write, speak, listen and understand. For example, - listening to and/or reading instructions for completing a school- or work-related task, or assembling a product. | <input type="checkbox"/> | _____ |
| Numeracy Skills enable you to make connections between numbers and other information around you. For example, - comparing the prices and sizes of bottled juices to determine the best value. | <input type="checkbox"/> | _____ |
| Computer Skills enable you to use computers and computerized equipment. For example, - using the Internet to learn about vacation destinations or research a company. | <input type="checkbox"/> | _____ |
| Learning Skills enable you to keep on learning throughout your life. For example, - reading the newspaper or watching/listening to the news to keep up to date on current events. | <input type="checkbox"/> | _____ |
| Decision-Making and Problem-Solving Skills enable you to think critically and make choices. For example, - stopping to ask for directions when you are lost. | <input type="checkbox"/> | _____ |
| Creativity Skills enable you to create new things or suggest new ideas or ways of doing things. For example, - thinking of new ways to complete a task at work or school. | <input type="checkbox"/> | _____ |
| Teamwork Skills enable you to effectively participate in activities involving groups. For example, - playing on a sports team. | <input type="checkbox"/> | _____ |
| Personal Management Skills enable you to manage your life, learning and work. For example, - recognizing stress and handling it. | <input type="checkbox"/> | _____ |

Once you've completed the checklist, look at the skills you have and the skills you want to build. You can improve the skills you have through practice and you can learn new skills by taking training and courses. List your top five skills in **Your Results** on page 8.

Source: *The Work Handbook*, Canada Career Consortium

5 Your Character

Take a snapshot of you



Everyone has different character traits that influence happiness and success in an occupation. Using the checklist below, take an honest look at your thoughts, feelings and behaviours. Put an X beside each character trait and self-management skill that applies to you.

To get a global view of yourself, ask others to evaluate you as well. How do their evaluations compare? If you're surprised by someone's assessment of your character traits, ask questions to help clarify why the person perceives you in that way.

- | | | | | | |
|---------------------------------------|--------------------------------------|--|---|---------------------------------------|--------------------------------------|
| <input type="checkbox"/> Focused | <input type="checkbox"/> Honest | <input type="checkbox"/> Resourceful | <input type="checkbox"/> Cheerful | <input type="checkbox"/> Open-minded | <input type="checkbox"/> Tough |
| <input type="checkbox"/> Enthusiastic | <input type="checkbox"/> Realistic | <input type="checkbox"/> Professional | <input type="checkbox"/> Mature | <input type="checkbox"/> Tactful | <input type="checkbox"/> Diplomatic |
| <input type="checkbox"/> Punctual | <input type="checkbox"/> Analytical | <input type="checkbox"/> Inventive | <input type="checkbox"/> Sincere | <input type="checkbox"/> Conservative | <input type="checkbox"/> Persevering |
| <input type="checkbox"/> Accurate | <input type="checkbox"/> Funny | <input type="checkbox"/> Responsible | <input type="checkbox"/> Clear-thinking | <input type="checkbox"/> Optimistic | <input type="checkbox"/> Trusting |
| <input type="checkbox"/> Friendly | <input type="checkbox"/> Reliable | <input type="checkbox"/> Calm | <input type="checkbox"/> Methodical | <input type="checkbox"/> Teachable | <input type="checkbox"/> Efficient |
| <input type="checkbox"/> Quick | <input type="checkbox"/> Assertive | <input type="checkbox"/> Logical | <input type="checkbox"/> Sociable | <input type="checkbox"/> Creative | <input type="checkbox"/> Persuasive |
| <input type="checkbox"/> Aggressive | <input type="checkbox"/> Independent | <input type="checkbox"/> Risk-taking | <input type="checkbox"/> Competitive | <input type="checkbox"/> Organized | <input type="checkbox"/> Trustworthy |
| <input type="checkbox"/> Helpful | <input type="checkbox"/> Reserved | <input type="checkbox"/> Cautious | <input type="checkbox"/> Meticulous | <input type="checkbox"/> Thorough | <input type="checkbox"/> Quiet |
| <input type="checkbox"/> Rational | <input type="checkbox"/> Balanced | <input type="checkbox"/> Loyal | <input type="checkbox"/> Stable | <input type="checkbox"/> Curious | <input type="checkbox"/> Precise |
| <input type="checkbox"/> Ambitious | <input type="checkbox"/> Intelligent | <input type="checkbox"/> Self-controlled | <input type="checkbox"/> Confident | <input type="checkbox"/> Outgoing | <input type="checkbox"/> Versatile |

For example, perhaps you consider yourself to be quiet and shy. A colleague assesses you as being outgoing. After speaking with your colleague, you discover that your participation on a softball team contributed to your perceived outgoingness.

Add any other traits that help capture the essence of your personality.

List five of your character traits in **Your Results** on page 8.

Source: <http://www.adm.uwaterloo.ca/infocecs/CRC/manual/personality.html>

According to best-selling business writer and consultant Leslie Bendaly, the *winner instinct* – the title of her latest book – will guarantee success in what she calls our Age of Possibility.

"There is room for each of us in the winner's circle," Bendaly points out, "but there is one qualifier: You must be able to believe that success depends not on what *happens* to you, but on how you *respond* to what happens to you."

While everyone's definition of success is different, Bendaly offers six "laws of success" for the 21st century:

Live with purpose and passion: Have enthusiasm for your work and have fun doing it.

Embrace new experiences: Never stop learning about the world or yourself, and don't lose sight of your values.

Walk fast on thin ice: Learn how to manage in the new world of constant change.

Get interconnected: Make lots of connections and make them count.

Tap your intuition: Listen to your heart and take your gut feelings into consideration.

Promote yourself: Convince people of your value.

Source: *Winner Instinct: The Six New Laws of Success*



6 Your Steps to Success

Many factors make a person successful, and not all have to do with money or opportunity. Among successful people, some characteristics are common.

Read each of the statements below. These are some of the characteristics common among successful people. Where do you fit in? For each of the statements, pick the answer that best defines how often you show these characteristics. (U=Usually S=Sometimes N=Never)

1. I establish my own goals. ☐
2. I am open-minded and like to learn from new opportunities. ☐
3. I work at meeting people and learning from their knowledge and experience. ☐
4. I convey energy and enthusiasm to others. ☐
5. I engage in life-long learning. ☐
6. I work to build a diverse knowledge base that will help me in the workplace. ☐
7. I let people know what I do well. ☐
8. I don't give up easily, no matter how tough things get. ☐
9. I spend as much time as I can with people I respect. ☐
10. I seek out experienced people I can learn from. ☐

Record five characteristics for success that you possess or want to improve upon in **Your Results** on this page. Hint: For each statement you've checked "usually" or "sometimes", write down a personal example. This information will be helpful as you move on to market yourself.

Don't forget to ask others for their view to make **Your Results** more complete!

7 Your Results

You've had a chance to complete a 360-degree assessment of yourself. Record your findings below. It's time to start applying this knowledge in your exploration. Don't forget to compare your answers with those of family, friends, colleagues, teachers and counsellors.

1 Your Values

| | |
|---|--|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |

2 Your Motivators

| | |
|---|--|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |

3 Your Strengths

| | |
|---|--|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |

4 Your Skills

| | |
|---|--|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |

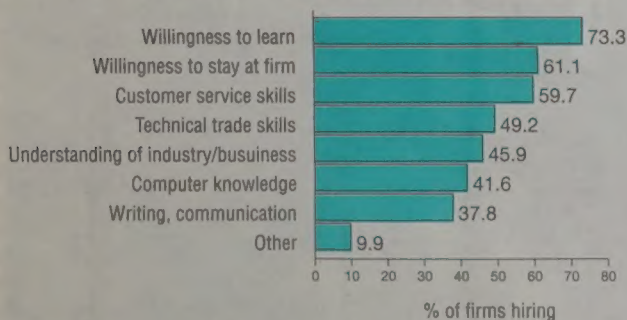
5 Your Character

| | |
|---|--|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |

6 Your Steps to Success

| | |
|---|--|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |

Most Important Skills and Qualities in Employees



Source: CFIB, results of Hard Facts Survey, Oct.-Nov. 2000

For more information, visit <http://www.cfib.ca>

Now that you have **Your Results**, you can see where your strengths are and what you need to work on to make **Your Results** the best they can be. Having a good understanding of yourself is important to finding the work you want. Keep this information handy. It will help you develop a marketing package for yourself to get the job of your dreams.



EMPLOYABILITY SKILLS 2000+

The skills you need to enter, stay in and progress in the world of work
– whether you work on your own or as a part of a team.

These skills can also be applied and used beyond the workplace in a range of daily activities.

| Fundamental Skills The skills needed as a base for further development You will be better prepared to progress in the world of work when you can: | Personal Management Skills The personal skills, attitudes and behaviours that drive one's potential for growth You will be able to offer yourself greater possibilities for achievement when you can: | Teamwork Skills The skills and attributes needed to contribute productively You will be better prepared to add value to the outcomes of a task, project or team when you can: |
|--|---|--|
| <p>Communicate</p> <ul style="list-style-type: none"> ■ read and understand information presented in a variety of forms (e.g., words, graphs, charts, diagrams) ■ write and speak so others pay attention and understand ■ listen and ask questions to understand and appreciate the points of view of others ■ share information using a range of information and communications technologies (e.g., voice, e-mail, computers) ■ use relevant scientific, technological and mathematical knowledge and skills to explain or clarify ideas <p>Manage Information</p> <ul style="list-style-type: none"> ■ locate, gather and organize information using appropriate technology and information systems ■ access, analyze and apply knowledge and skills from various disciplines (e.g., the arts, languages, science, technology, mathematics, social sciences, and the humanities) <p>Use Numbers</p> <ul style="list-style-type: none"> ■ decide what needs to be measured or calculated ■ observe and record data using appropriate methods, tools and technology ■ make estimates and verify calculations <p>Think and Solve Problems</p> <ul style="list-style-type: none"> ■ assess situations and identify problems ■ seek different points of view and evaluate them based on facts ■ recognize the human, interpersonal, technical, scientific and mathematical dimensions of a problem ■ identify the root cause of a problem ■ be creative and innovative in exploring possible solutions ■ readily use science, technology and mathematics as ways to think, gain and share knowledge, solve problems and make decisions ■ evaluate solutions to make recommendations or decisions ■ implement solutions ■ check to see if a solution works, and act on opportunities for improvement | <p>Demonstrate Positive Attitudes and Behaviours</p> <ul style="list-style-type: none"> ■ feel good about yourself and be confident ■ deal with people, problems and situations with honesty, integrity and personal ethics ■ recognize your own and other people's good efforts ■ take care of your personal health ■ show interest, initiative and effort <p>Be Responsible</p> <ul style="list-style-type: none"> ■ set goals and priorities balancing work and personal life ■ plan and manage time, money and other resources to achieve goals ■ assess, weigh and manage risk ■ be accountable for your actions and the actions of your group ■ be socially responsible and contribute to your community <p>Be Adaptable</p> <ul style="list-style-type: none"> ■ work independently or as a part of a team ■ carry out multiple tasks or projects ■ be innovative and resourceful: identify and suggest alternative ways to achieve goals and get the job done ■ be open and respond constructively to change ■ learn from your mistakes and accept feedback ■ cope with uncertainty <p>Learn Continuously</p> <ul style="list-style-type: none"> ■ be willing to continuously learn and grow ■ assess personal strengths and areas for development ■ set your own learning goals ■ identify and access learning sources and opportunities ■ plan for and achieve your learning goals <p>Work Safely</p> <ul style="list-style-type: none"> ■ be aware of personal and group health and safety practices and procedures, and act in accordance with these | <p>Work with Others</p> <ul style="list-style-type: none"> ■ understand and work within the dynamics of a group ■ ensure that a team's purpose and objectives are clear ■ be flexible: respect, be open to and supportive of the thoughts, opinions and contributions of others in a group ■ recognize and respect people's diversity, individual differences and perspectives ■ accept and provide feedback in a constructive and considerate manner ■ contribute to a team by sharing information and expertise ■ lead or support when appropriate, motivating a group for high performance ■ understand the role of conflict in a group to reach solutions ■ manage and resolve conflict when appropriate <p>Participate in Projects and Tasks</p> <ul style="list-style-type: none"> ■ plan, design or carry out a project or task from start to finish with well-defined objectives and outcomes ■ develop a plan, seek feedback, test, revise and implement ■ work to agreed quality standards and specifications ■ select and use appropriate tools and technology for a task or project ■ adapt to changing requirements and information ■ continuously monitor the success of a project or task and identify ways to improve <p>Source: Conference Board of Canada For more information, visit http://www.conferenceboard.ca/nbec</p> <div data-bbox="982 1720 1268 2004"> </div> |

YOU'RE THE one FOR THE JOB



The right employers are waiting for you. You just have to find them and persuade them that you're the one they've been waiting for.

Everyone can benefit from a crash course in marketing, and all good marketers know the importance of getting their product or service in the market.

Get your materials together. It's time to market yourself! Here's what you'll need:

A résumé, a cover letter and interview skills. You may also want to put together a portfolio that supports your achievements and proves that you have the skills described in your résumé.

The Pitch

We all have skills, but for most of us, communicating them is a challenge. It's important that you are able to identify, describe and/or demonstrate your skills to a prospective employer in your résumé, cover letter, portfolio and interview. After all, your skills are what you want to market.

Have you listed all your skills on page 6? Once you've developed a list of skills, try to find examples or situations where you can demonstrate your skills to an employer. For example, if you are a skilled writer, make sure your cover letter proves it.

Don't wait for the position of your dreams to be posted on-line or in the newspaper. If you know what you want to do, approach an employer of interest and show him or her how your skills can help the company meet its objectives.

Be proactive – employers will appreciate your drive and enthusiasm.

Be sure to read on through this section for tools and resources to help market yourself successfully!

Mistakes not worth repeating

Employers in various fields identified the top 10 mistakes made in interviews and on résumés:

Résumé Mistakes

1. Not targeting the résumé to the specific position you are applying for or not starting with the most important information first.
2. Negative information, e.g., reasons for leaving your last job.
3. Boring résumé with no spark!
4. Using strange formats or weird paper and inserting pictures, fancy drawings or designs in your résumé.
5. Not proofreading again and again and again.
6. Inconsistencies between the résumé and the cover letter.
7. Useless information (age, sex, marital status, race, height, weight, social insurance number, etc.).
8. Employment history not in chronological order.
9. Thinking that longer is better and adding copies of supporting materials.
10. Forgetting to complete the package with a carefully planned cover letter and neatly addressed envelope.

Interview Mistakes

1. Not researching the company.
2. Not knowing the basic interview questions.
3. Forgetting to bring something to the interview.
4. Inappropriate attire.
5. Poor grooming.
6. Unwanted aromas or scents.
7. Talking too much about topics not relevant to the position.
8. Not demonstrating how you can meet the company's needs.
9. Lack of enthusiasm and confidence.
10. Not following up after the interview.

Résumé Advice

In your search for work, you've found a posting for a position that interests you. What now? Put together your package and market yourself!

THE RÉSUMÉ

An effective résumé includes all the information that your target employer needs to decide whether to call you for an interview.

There are many acceptable résumé formats. It's important to choose a format that highlights why you are the right person for the position.

MOST RÉSUMÉS INCLUDE

- current name, address, phone/fax numbers, e-mail address.
- languages written, spoken and read and your level of fluency.
- relevant skills/knowledge: industry certifications, include computer knowledge and experience, other technical skills.
- relevant work experience: include responsibilities, but focus on accomplishments. Remember that work experience includes volunteer work, co-op placements or internships.
- relevant educational certificates: diplomas, degrees received or courses taken, include special awards or achievements.
- personal interests if they somehow relate to the position (e.g., as a coach of a canoe club, you acquired leadership skills).
- memberships or offices held.
- an offer to provide references on request.

A résumé is a brief summary of your qualifications for a job. It should be one page long and should be easy to read. It should include your contact information, your education, your work experience, and your skills. It should also include any awards or achievements you have received. A résumé is a key document in your job search, so it's important to make it as effective as possible.

PRIORITIZE

Start with what is asked in the position description.

Michael Luoma
120 Macy Street, Apt. #2, Parry Sound, Ontario P0W 3X2
tel: (705) 222-2222; fax: (705) 222-2333 (include e-mail and Web site if applicable)

ORGANIZATIONAL, COORDINATION AND SUPERVISORY SKILLS:

- Workplace Hazardous Materials Information System (WHMIS) certificate
- St. John Ambulance Standard Level First Aid
- Long-distance driving
- Customer service skills
- Strong problem solver

LINGUISTIC SKILLS:

- English and Finnish – fluent in speaking, reading and writing both

COMPUTER SKILLS:

- Proficient using Macintosh and Windows 98 platforms
- Knowledgeable in word processing, database and spreadsheet software

RELEVANT EDUCATION:

- Workplace Hazardous Materials Information System (WHMIS) Fundamentals January 1999
- Ontario Secondary School Graduate Diploma – Sir John A. Macdonald Senior Secondary School 1998

RELEVANT WORK EXPERIENCE

September 2000-present

Canada Post, Parry Sound, Ontario
Responsible for the operation of the post office, including the sorting of mail, the operation of the mailboxes, the operation of the mail trucks, and the operation of the mail sorting equipment.

November 1998-August 2000

E M Energy Services Ltd., Parry Sound, Ontario
Supervisor of the E M Energy Services Ltd. Parry Sound, Ontario. Responsible for the operation of the E M Energy Services Ltd. Parry Sound, Ontario. Responsible for the operation of the E M Energy Services Ltd. Parry Sound, Ontario.

July 1998-October 1998

Gord's Trucking Service, Parry Sound, Ontario
Supervisor of the Gord's Trucking Service, Parry Sound, Ontario. Responsible for the operation of the Gord's Trucking Service, Parry Sound, Ontario. Responsible for the operation of the Gord's Trucking Service, Parry Sound, Ontario.

Summers 1996-1998

The Career Centre, Parry Sound, Ontario
Volunteer supervisor of the Career Centre, Parry Sound, Ontario. Responsible for the operation of the Career Centre, Parry Sound, Ontario. Responsible for the operation of the Career Centre, Parry Sound, Ontario.

AWARDS

Member of the team that won the annual award for least number of workplace accidents.

REFERENCES:

Available upon request

FORMAT

Make it easy for the interviewer to read through the information in your résumé. If you choose to bold the companies you have worked for, do it throughout. Make the résumé appealing and easy to follow.

Preparation is essential to success.

People still spend more time deciding where to have dinner on a Friday night than they do preparing for an interview, says David Perry, owner and partner of Perry-Mastel International, an Ottawa-based executive search firm. And as long as that happens, those people simply won't get the job they're looking for."

FOOTNOTES
Proofread your résumé after completion. You may not recognize your own handwriting and others will

EMPHASIZE VOLUNTEER WORK
Volunteer experience is just as valuable as paid work experience.

THE COVER LETTER

To introduce yourself to the employer, accompany your résumé with a cover letter. It is not a repeat of the résumé, but draws attention to specific points in your résumé. This is your opportunity to put a personality behind the résumé and persuade the employer that you are the best candidate for the position. Draw attention to qualifications and qualities you think are relevant to the position.

The employer may appreciate details such as your availability or the best times to reach you. Conclude with thanks and a request to discuss your qualifications further at the employer's convenience.

Do a Web search and find the name of the person to whom to address your cover letter, along with an e-mail address. In addition to dropping off the résumé and cover letter in person, send both in electronic format.

To be sure the recipient can open and read the e-mail attachment, save your résumé and cover letter in Rich text format, or RTF. This format allows documents to be opened using a variety of word-processing programs. Avoid fancy formatting and use a common font so the résumé appears clean when opened.

While dropping off the résumé, try for an opportunity to meet briefly with the employer to discuss the position and the responsibilities involved, and possibly schedule an interview. Following the interview, send a thank you letter to the employer.

THANK YOU LETTER

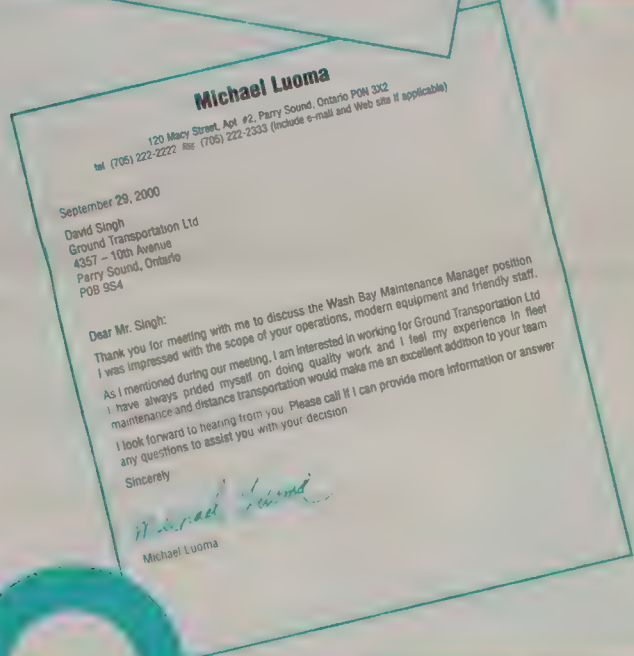
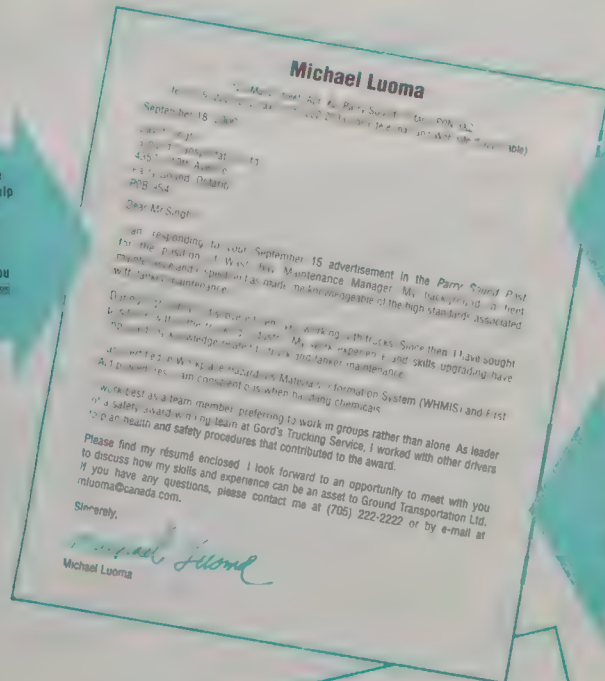
The end of the interview is not the end of your work search. Within 24 hours you should write the employer a thank you letter. It shows you are courteous and may give you an advantage over another applicant. Think of it as an extra opportunity to impress the employer.

In your letter you should thank the employer for taking time to acquaint you with details of the job and giving you the opportunity to discuss your candidacy for the position. It may also be a good opportunity to convey information which was overlooked or unavailable. You should reaffirm your interest in the position. Be sincere.

RESEARCH
Researching the company will help you target your cover letter and résumé to show the skills and qualifications you have that address the employer's needs.

CONSISTENCY COUNTS
Saying one thing in the cover letter and indicating something completely different in the résumé is confusing. Ensure the information is consistent.

COMPLETE THE PACKAGE
Give the same amount of attention to your cover letter, list of references and business envelope as you would give to your résumé.



The proof is in the portfolio

Prospective employers will be happy to hear about the wonderful things you say you can do, but what will make them believe you? Remove any doubts or questions they have about what you can do by giving them proof of your achievements. Show them how you've continued to learn and acquire knowledge and new skills. How? Read on.

"Most people seriously underestimate the full extent of what they know and can do," says Douglas Myers, Executive Director of the Prior Learning Assessment (PLA) Centre in Halifax. He finds that through building a portfolio, people get a clearer picture

of their strengths and in doing so, are more willing to tackle new challenges.

Portfolios are collections of what you've done in your life. They're a great way to show-and-tell. Think of a giant collection that highlights what you've learned, experienced and accomplished.

A skills-based portfolio can include such examples of your work as a demo reel, designs, a writing sample, a school project or a completed product that you were proud of. It can also include letters of thanks or appreciation, awards and volunteer certificates.

A portfolio is a great self-marketing tool. It can be used in an interview to showcase your skills and achievements. It's the proof that goes along with your résumé.

Douglas adds, "I have realized that when people are faced with dramatic transition, the first casualty is their sense of confidence and personal worth. Taking time to identify and organize your achievements (by building a portfolio) rebuilds that confidence. It leads to action and a sense of power and choice."

Start a treasure hunt today and discover all the things you've achieved in your lifetime. They'll add up fast. Then put them to work for you!

Is the job right for you?

We've all heard of the interview jitters – the nervousness, anxiety and panic we experience in preparing for an interview. Then we have to remember all those rules – Smile confidently... don't sprawl over the chair... and try not to start too many sentences with "like", "uhm" and "well".

So it's the day of the interview and you more or less have everything under control.

You arrive 15 minutes early and with just a few minutes left before the interview starts you realize that you have overlooked something. You haven't spent any time thinking about the questions you might want to ask. What if this job is not for you?

The best interviews involve two-way communication. You will need to use your people-reading skills to determine when and how you should ask questions. Often, interviewers will invite interviewees to ask questions before the interview comes to an end.

HERE ARE SOME EXAMPLES OF GOOD QUESTIONS TO ASK.

What would a typical day on the job be like?

Where does this position fit in the organization?

How is performance measured and reviewed?

What is the expected start date for the position?

What new skills will I learn here?

How many candidates are being interviewed for this position?

Wait until the end of the interview before asking about money. *[Ideally, the interviewer will introduce this topic or it can be left until a later point in the selection process.]*

Don't feel that you have to take a position just because you are interviewed, or even get an offer. Consider your options carefully and don't be afraid to say no if the opportunity doesn't suit your interests. Need more help in preparing for your interview? *Ontario Prospects* has included some commonly asked interview questions that you'll need to be prepared to answer if you want the job.

Are you ready to answer these commonly asked interview questions?

1. Tell me about yourself.
2. Why did you choose to apply here?
3. Where do you see yourself in five years? Ten years?
4. What did you least/most enjoy about your last position?
5. Have you ever worked under deadline pressure? Explain.
6. How would you handle an upset customer?
7. How would you manage feedback received from committees working with you on a project?
8. Do you have any hobbies/outside activities? What have you learned in these activities that would help you in this position?
9. How do your education and work experience relate to this job?
10. What special characteristics should I consider about you?
11. What strengths do you bring to this position?

Being properly prepared will ensure you're ready for anything the interviewer asks. You'll also be far more relaxed and confident knowing that you took the time to think about the interview rather than trying to wing it.

If you want to search for more questions that might get asked in an interview, talk with a counsellor or teacher. You can also visit the library and check out resources such as *Don't Wait 'Til You Graduate: The Canadian Job Search Guide for the Real World* or check out resources on-line at the Virtual Reference Library Career Centre at <http://vrl.tpl.toronto.on.ca/>

Plan to succeed

Got a great idea for a business? Make it happen! The first thing you'll need to do is write a sensible business plan. Having a business plan will help you set realistic goals, get a feel for the competition and identify and address potential challenges.

There are many formulas for writing a business plan, but a good all-purpose business plan includes:

- ☐ who you are and where your business is located;
- ☐ information about your product or service;
- ☐ how you will produce and market your product;
- ☐ who your customers will be and your unique selling point;
- ☐ who the competition is and how you plan to compete;
- ☐ how you will finance your business;
- ☐ how you will get your business idea off the ground;
- ☐ income statements and cash flow – how will you make money; and
- ☐ an executive summary that presents the key points of your plan.

Be sure you research your business idea. You may need to find out more about your potential customers or get more information about costs. Share your plan with others you trust for feedback.

Many banks and large accounting firms offer tips and resources for starting your own business. The Bank of Nova Scotia has free software that you can download for writing a business plan (<http://cgi.scotiabank.com/Software2.html>). There are also many on-line guides and tutorials, like the ones found at the Canadian Business Service Centres (<http://www.cbssc.org/ibp>) and Industry Canada sites (<http://www.strategis.ic.gc.ca>) or the Tour for the Canadian Entrepreneur at About.com (<http://www.canadaonline.about.com/aboutcanada/canadaonline/library/weekly.aa033197.htm>). Also check out *Realm* on-line at <http://www.realm.net>

Financial Planning Paysoff

"Believe it or not, taking care of your financial future does not need to be complicated," says Jason Brazeau. "But you do need to have a plan and stick to it. Take the time to set your financial goals," explains Jason. "So many people live from pay cheque to pay cheque and then wonder where all their money has gone. I advise setting goals, including paying down debts, saving for major purchases and planning for retirement. The key to success is discipline!"

Jason suggests four fundamental steps to managing your financial life:

1. Have a plan and stick to it. "Take the time to set your financial goals," explains Jason. "So many people live from pay cheque to pay cheque and then wonder where all their money has gone. I advise setting goals, including paying down debts, saving for major purchases and planning for retirement. The key to success is discipline!"
2. Think long-term. "It takes time to save, invest and build a solid financial base," says Jason. "Be realistic. There is no quick, get-rich scheme. My clients who are able to retire comfortably started early – often right at the beginning of their careers – to build their financial portfolio. That early start allowed them to save and invest over many decades."
3. Live within your means. "Nothing hinders the growth of your net worth like too much debt," explains Jason. "If you have an excessive debt load, you'll be so busy paying it back, you won't be able to accomplish your saving goals."
4. Keep learning. "Although financial professionals will be good guides, you bear the ultimate responsibility for ensuring your financial security," he advises. Read the financial pages of the newspaper and self-help books and attend seminars. Jason recommends starting with *The Wealthy Barber* by David Chilton and *The Pig and the Python* by David Cork and Susan Lightstone. Visit the There's Something About Money site at <http://www.yourmoney.cba.ca> for more financial advice.

The Magic of Compounding



"The magic of compounding in money terms refers to the earning of interest on interest," says Dixie Allen, a Senior Financial Adviser and Vice-President with Assante Capital Management Ltd. "The magic happens when you leave your already earned interest

in place, so another interest payment can be made upon the interest you have already received."

Dixie tells the story of a maharaja who was taught a valuable lesson by his gamesmaster. The maharaja ruled the Indus Valley, in northern India, in the sixth century. Bored, he asked his court gamesmaster to develop a new game for him. After consultation with the other brilliant men and women on his team, the gamesmaster created the army game Chaturanga, a precursor of chess played on a board of 64 squares. The maharaja was delighted and asked him what he would like to have as a reward. The gamesmaster replied, "Just one single grain of wheat on the first square, two grains on the second, four on the third, eight on the fourth, and so on, right across the game board."

In calculating the value of this reward, the maharaja discovered that even before he was halfway across the game board, he owed the gamesmaster more grains of wheat than existed in all of India. He solved the problem by having the gamesmaster executed. Somewhat drastic, but the maharaja was not about to make his country go broke!

The gamesmaster's strategy was in fact earning an interest rate of 100 per cent gain per square, far beyond what we can expect today. However, the principle of compounding remains the same. Earning interest on interest can really add up over the long term.

Here are some current examples:

Suppose you have a mutual fund that earns 8 per cent per year. If you invest \$1,000 annually, from your part-time jobs or gifts, and leave it there, after 25 years you will have \$73,110. Remember that over 25 years your contribution is \$25,000 and the magic of compounding gives you the rest, close to \$50,000. If you were Bill Gates, you could add some zeros on the end of the numbers. If your contribution is \$10,000 per year, after 25 years the total will be \$730,110. If it is \$100,000, it will become \$7.3 million.

This is no different from how all the world's wealthy invest. Compounding is an investment strategy that works for every investor, no matter how much or how little there is to invest. Every smart investor knows that it takes time to grow and keep wealth. The two most important factors

of compounding are time and rate of return. The power of compounding also leads to some general rules about investing.

1. Don't let funds accumulate without earning interest. When you consider inflation, or the increase in the cost of goods every year, you will be losing money if you are not earning interest.
2. Whatever your investment, make regular deposits. If you miss only one \$100 deposit, on an investment compounding at 12 per cent, after 25 years, you will have given up \$13,333.

Some people will try to become wealthy very quickly and will take many risks to do so, but they know that the upside of making lots of money in a short period is equal to the downside risk of losing lots, perhaps even losing it all. That is a risk such investors are willing to take. Many successful investors are not prepared to take such risks, so they let time do the work of growing their money. Successful investors have seen compounding do its magic over the long term, that is, over an entire lifetime.

For more financial advice from Dixie Allen, call

1-800-266-6963 or visit <http://www.dixieallen.com>

For more information about managing your finances, check out Your Money, Your Life.

Your Way at the Ontario Women's Directorate Web site

<http://www.gov.on.ca/mczcr/owd/english/publications/ymylw/index.html>

Discovering the world of work

As you explore the world of work, consider not only what you might want to do but also *how and where* you want to do it. You'll need to ask questions about yourself and about the work you're exploring.

Your answers may help you decide if you'd be happier as an entrepreneur, a company president or an employee, keeping in mind that throughout your lifetime you will explore a wide variety of different work opportunities.

What kind of work interests you?

- with your hands or with your mind?
- at a desk, a restaurant or in a gym?
- with machinery or with the public?

What is your ideal work situation?

- full-time, part-time, consulting or contracting?
- alone or with others?
- self-employed or for someone else?
- as a boss, manager or member of a team?
- for a small or large company?
- flexible or set hours?

Where do you want to work?

- in a rural or urban setting?
- from home or away from home?
- indoors or outdoors?

Section 3 will help you begin your exploration. Remember that it's only an overview of the many possibilities out there. As you keep exploring, who knows what you'll discover about yourself, the world of work and your career.

In this section, you'll find out how work experience can help you discover what's out there. You'll also explore a variety of work arrangements, and the importance of life-long learning.

Evelyn Eng, age 19, gets a kick out of being an aquafit instructor. Why? Teaching aerobics in water enables her to be creative at delivering high-energy workouts, timed to music. "You can't go into it having a bad day. People look to the instructor for motivation. If I'm not motivated, they won't be motivated." Evelyn finds preparing for work gives her a positive attitude.

Evelyn likes the people she meets while instructing at the Sportsplex in Nepean, Ontario. "People who do aquafit are usually people who are willing to try new things," she says. She works with people of all ages and abilities, and gets satisfaction out of seeing how they can do things in water they can't do on land.

She loves her work, and it's helping her prepare for her future career. "I'm hoping to go into medicine, possibly sports medicine. The things I'm

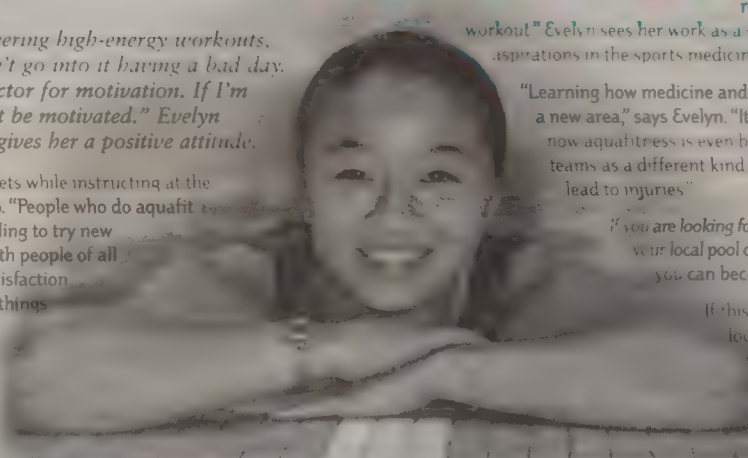
Making waves

learning are fitness-based. I have to know how the heart works, how to work certain muscles, and how water can be used for rehabilitation or simply for a workout." Evelyn sees her work as a stepping stone toward her aspirations in the sports medicine field.

"Learning how medicine and water can work together is still a new area," says Evelyn. "It's becoming more popular, and now aquafitness is even being used by professional sports teams as a different kind of workout that is less likely to lead to injuries."

If you are looking for an aquacool career, check with your local pool or fitness centre to find out how you can become an aquafit instructor.

If this kind of work is not for you, look for the stepping stones that will help you get closer to your own cool job. Volunteer and part-time work, or your own hobbies and leisure activities, are good places to start.



STUDENTS IN Motion

Attention, all eager female students! Here's a program for you. Women in Motion allows young women entering the fast-paced working world to work with other women who are making positive contributions to society. The program includes motivational keynote speakers, discussions on career planning and communication between mentors and students by e-mail and through the WIM Web site. At breakfast discussions, the young women and their mentors talk about how to plan for the future financially and professionally in order to be successful. Also included is a full day of job shadowing with mentors and the designing of a tool kit for success.

As a participant in WIM she met Liz Mullan, "an inspirational woman who has given me the courage to seek beyond myself and aim for



to a young woman whose inquisitiveness forces me to sharpen my thinking and explore the values that are important to me." Elizabeth O'Neill is a student at Central Technical School in Toronto. "The interaction that I have experienced with my mentor makes me want to succeed even more. She gives me good advice and encourages me to strive for the highest goals and I do."

Stephanie and Elizabeth confirm, "The mentorship program has helped us prioritize our values and beliefs. We encourage both female and male students to enquire about such programs in their schools, or even help organize a program in their community, which will help not only them, but others."

Stephanie Silliker is a senior student at Mary Ward Catholic Secondary School in Scarborough.

goals that I thought were unreachable." Liz says that she can "give back some of my learning

For further program information, check out

<http://www.wimportal.co.ca>

VOLUNTEERING WITH SENIORS

For many of the young people involved, this may be a first in at least two ways. It may be their first community volunteer experience and it is almost certainly their first experience in working closely with someone with Alzheimer disease," says Jim Ward, Community Consultant.

From Kenora to Cornwall, young people are working with well seniors and seniors with Alzheimer and related dementia in community projects under the Alzheimer Intergenerational Volunteer Initiative. The projects are collaborations among local high schools, seniors' centres, seniors' residential facilities and local chapters of the Alzheimer Society of Ontario.

"Our young people of today are the future caregivers of tomorrow. Having students involved in projects like the memory boxes helps them to understand that people with dementia have a past with memories, and having items in a memory box that remind that person of his or her past focusses on the whole person, which is the beginning of person-centered care," says Jeanne McLaws, Executive Director and CEO of the Alzheimer Society of Eglon-St. Thomas.

Each project is unique, reflecting the nature of the needs in the particular community. A project in St. Thomas, for example, is the building of memory boxes. Seniors who are well build and decorate wooden boxes in the craft room of a seniors' centre. Those seniors and young volunteers then work with friends

and relatives of the Alzheimer senior to fill the box with items linking to past events in the Alzheimer senior's life. The young people and the Alzheimer senior then take out the items, one by one, and discuss

them, with the hope of triggering fond memories. In Toronto, groups with a common Italian heritage choose and sing some of their favourite Italian songs.

The projects will be analyzed to find out the value of the volunteer experience for the young people and the well seniors, the difference in quality of life for participants and the ways in which community involvement with those with Alzheimer and those closest to them can make a positive impact. "Each of the projects has the common goal of improving the quality of life for seniors with Alzheimer and related dementia," says Jim Ward.

For more information, contact Jim Ward at 1-888-384-8884 or finch@sympatico.ca. Also contact Jeanne McLaws at (519) 633-4396.

SCHOOL-WORK TRANSITIONS: BUILDING ONTARIO'S FUTURE

Want to remodel your kitchen, paint your bedroom, fix your toilet, get new windows or reshingle your roof? It should be easy, but there is a tremendous shortage of skilled workers in the trades. The average age of a skilled tradesperson is 50, and in the next 5 to 10 years many workers will be retiring. Currently there aren't enough young people being trained to take their place. In the construction trades, that means that the building of commercial and industrial structures, as well as residential homes, will slowly decline. Any renovation of buildings will be delayed.

To address this issue, the Durham District School Board and Durham Catholic District School Board have developed a school-work transitions program in the construction sector to provide relevant learning for the students and assist the construction industry in replacing retiring workers. Students learn construction technology theory and receive hands-on skills training from the experts - certified technology teachers and skilled tradespeople.

Grade 11 and 12 students are recruited from Durham region for the full day program. They are selected primarily for their attitude, desire to learn and work hard and willingness to continue a career in construction trades. Along with theory, students gain employability skills training in such areas as health and safety, communication, punctuality and work ethics, and they learn about school and employer expectations. Students are covered by a school board insurance policy and frame a house of their own with an on-site instructor. For one to

three weeks at a time, students are placed with various tradespeople - framers, electricians, plumbers, drywallers, and bricklayers - and also install aluminum siding, do general labour and work in customer service. Those who excel in the program and have a desire to continue in one specific trade or start an apprenticeship may return to the program to begin the next phase of their career path.

Students who have proved their ability and desire to work in construction trades are hired part-time over Christmas holidays and March break and are offered full-time employment in the summer. Their employability increases dramatically once they have completed their Grade 12 diploma.

Here's what students in the program have to say. Melonie Davis: "I'm very interested in construction and wanted to see if a future career in the trades was for me. I enjoy looking back and thinking *I helped do that*." Kyle Marlow: "I would recommend it to anyone. You learn so much about the different trades." Pat McFarland: "I have learned a ton of new skills that I could use around my own home." Chris Younghusband: "I like to build things. This program has helped me learn to build things properly." Dan MacInnis: "I like it because it helps decide which trade I might want to do. This program is also good because you do not have to sit in a desk all day. You also work on math and communication

skills." Chris Wygerde: "When I'm working, I see where we use math skills. I like working with my hands." Lawrence McDonald: "Construction can be fun, and I learn something new every day." Adam Landry: "The tradespeople are always willing to help you out by teaching you about their job. This program is perfect for me and anybody who likes a challenge." Rob Richards: "You get so many different employers and learn how to deal with them. You learn the value of a day's work." Dave Mackey: "This program is the best thing I have done in school. Now I know what I want to do."

The program is so popular among builders, small contractors looking for good help and students looking for hands-on skills training that it is expanding. Partners include Port Perry High School with Fernbrook Homes; Central Collegiate with Finefield Homes and Midhaven Homes in Oshawa; and in September 2001, Courtice High School, Bowmanville High School and St. Stephen's Catholic Secondary School with the Kaitlin Group.

For more information about the program, contact Vicky Pidgeon, Project Coordinator, at 905-666-8080, ext. 5218.



Turtle Island Tourism

“We are employing Native people to do something they enjoy both doing and sharing, and we’re passing on our history to both non-Natives and Natives,” says Trina Mathers, 27, who owns and operates Turtle Island Tourism in Ottawa.

In partnership with the Odawa Native Friendship Centre, Trina has operated the Aboriginal tourism company for three years. According to the Aboriginal legend of creation, Turtle Island, or North America, is believed to have been created on the back of a turtle that rose up from the ocean. Trina’s mother is Ojibwa and her family lives on the First Nations reserve at Curve Lake near Peterborough. While Trina was learning more about the culture, she found that many of the traditions were starting to fade. When studying advertising at Algonquin College, she attended an Aboriginal tourism conference and immediately saw the possibilities in starting a tourism business in the national capital.

“Tourism was actually quite new to me. But I was learning a lot about Aboriginal culture and we developed our program based on which events allowed for the most audience participation. Then we developed a business plan and long-term goals.” The company provides Aboriginal cultural experiences for tourists visiting the Ottawa region. It offers full interactive programs for events such as the Canadian Tulip Festival and Winterlude, as well as Aboriginal programs for school groups,

conferences and special events. Visitors can enjoy drumming and dancing demonstrations, storytelling, teachings about medicines, birch-bark canoe building, woodcarving and Inuit



programs of games and singing. Arts and crafts are also made and sold. “Winterlude is neat. It gives us an opportunity to offer a program that focusses on the North and outdoor winter activities, such as snowshoe making.”

The company opened a full-time attraction, Aboriginal Experiences, in downtown Ottawa (a city that takes its name from Odawa or “meeting and greeting place”). “There is a trading post, wigwams and programs of drumming and dancing, traditional foods and storytelling. We had ten young Aboriginal people working with us over the summer.” Some 30,000 Native people reside in the region and there are five local reserves. Trina says it is rewarding to promote the culture not only to tourists but also within the Aboriginal community. Turtle Island Tourism won the 1999 Best New Tourism Company/Product Award from the Ottawa Tourism and Convention Authority. Trina hopes to add a dinner-dance theatre and package a program that highlights the many excellent Aboriginal products around Ontario and in Quebec.

Trina’s advice to the young entrepreneur is to research. “It’s important to understand the market and how to best offer your service. Also, recognize that every industry is different. With tourism, the window of time to reach certain markets is very specific. I would also suggest asking other people for advice. I was pleasantly surprised at the number of people who were willing to share their knowledge.”

Chi meegwetch, Trina!

For more information, visit <http://www.aboriginalexperiences.com> or call Trina Mathers at (613) 564-9494.

WHERE ARE GRADUATES WORKING?

Fast-growing employment opportunities for **university** graduates exist in information technology, in diverse economic sectors, in financial services and in health and education. Have you honed your critical thinking? Are you keen on problem solving? Do you have good communication skills? Can you adjust and be flexible? With these qualities, you will fit well into a knowledge-based career in information technology, in a management role in one of the economic sectors, as an analyst in financial services or as a program developer or administrator in the health or education sector.

According to the 1999-2000 Ontario University Graduate Survey, 93 per cent of 1997 university graduates were employed within six months of graduation and 96 per cent were employed two years after graduation. Dr. Paul Davenport, Chair of the Council of Ontario Universities and President of the University of Western Ontario, says, “It’s great to have yet another confirmation that our graduates are doing so well in the job market. These results show that the success rate is distributed across the full range of disciplines taught at our universities.” The survey also reviewed graduates’ earnings and showed how the skills acquired during their studies are applied in the workplace.

For more information about the survey, visit the COU Web site at <http://www.cou.on.ca> under Publications. Also check out the Web sites of Ontario universities (page 27) for more information about their programs.

In half of the programs at La Cité collégiale in Ottawa, the job placement rate for **community college** graduates is 100 per cent. What’s the source of these employment opportunities?

Over the last five years, there has been a 400 to 500 per cent increase in the number of students graduating in electronics and informatics. The media world is another source of employment growth. Creative people interested in graphic design, multimedia, print journalism, electronic journalism, 3-D animation or video games can look forward to challenging opportunities.

“There are plenty of employment opportunities in new companies, the new specialty TV channels, Web sites and so on,” says Claude Bergeron, Vice-President of Teaching. “In addition, a lot of people in television, radio and the newspapers are retiring, so the organizations concerned are anxiously waiting for the new generation of professionals to arrive.”

Mr. Bergeron comments that the retirement generation is a very active one and is creating new needs. “The college has programs for them in computers, cooking, languages and tourism. In many cases, those enrolled have taken early retirement and are starting a second career.” Because of the shift to community health care, the private health-care sector is expanding exponentially. Here, the aging of the baby-boomer generation will create new needs. Biotechnologies (genome research and work on new scientific technologies) and gerontology are already providing interesting career options.

Investigate the market, keep on learning and keep exploring. Demand is increasing in some exciting fields, and it will continue to do so.

For more information on where community college graduates are working, check out CareerPath on the Ontario College Application Services (OCAS) Web site at <http://www.careers.ocas.on.ca> and the Employment Profile report at <http://www.edu.gov.on.ca> under Postsecondary Education, Colleges of Applied Arts and Technology, Employment Profile.

What Is Apprenticeship?

Apprenticeship is hands-on training for people who enjoy learning by doing. The training provides access to well-paying jobs that demand a high level of skills, judgement and creativity. Apprentices are paid while gaining work experience, and their wages increase with their level of skills.

About 90 per cent of apprenticeship training is provided in the workplace by employers. The remainder, which involves classroom instruction on theory, is usually given at a local community college or provided by another approved training organization.

To become an apprentice, an applicant must find an employer who is willing to train. Such jobs are rarely advertised; instead, employers often rely on word of mouth to attract applicants. People who want to become apprentices usually apply directly to an employer.

Where can I get help with my job search?

Call the JobGrow and Training Hotlines at 1-888-JOBGROW or 416-326-5656 or 1-800-387-5656 and ask where you can go in your area to get help with your job search.

Can a high school student become an apprentice?

Yes. The Ontario Youth Apprenticeship Program gives students who are at least 16 years old and who have completed Grade 10 the opportunity to finish high school while working part-time as a registered apprentice. Students who are interested in the program should contact their guidance counsellor or technical director, or call the JobGrow and Training Hotlines at the numbers above and ask for the nearest apprenticeship office.

IN THE WORKPLACE

Eighteen-year-old Chris Carter didn't have to choose between continuing his education or getting his first job as a general machinist. Thanks to the Ontario Youth Apprenticeship Program (OYAP), Chris can do both. "Being a general machinist is what I always thought I'd want to do."

Bob Chambers, himself a qualified millwright and Carter's teacher at Napanee District Secondary School in the Kingston area, suggested to Chris that he might be well suited to apprenticeship training. Bob then approached one of the owners of G.T. Machining and Fabricating Ltd., which makes industrial components, fabrications and environmentally safe storage tanks for fuel, chemicals and waste oil. The company has had apprentices since 1981.

The apprenticeship program has been a big success for the high school. "The labour market for the trade is pretty good in this area, and employers here recognize that they have to be involved in developing their own skilled tradespeople," says Bob. "Last year, we placed seven students and this year, five of them are employed by those companies."

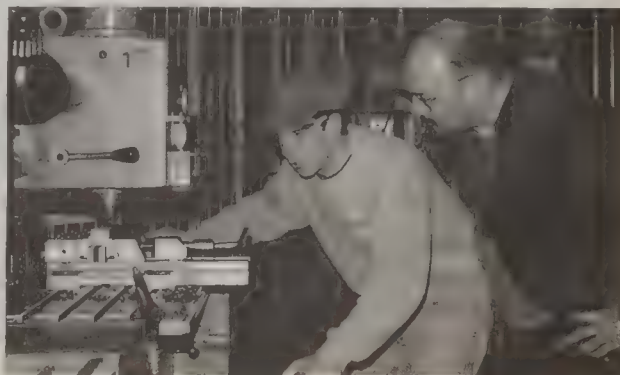
Chris is now in the second phase of training for machinists. One day a week, the apprentice attends St. Lawrence College, where he takes specialized classes. During the rest of the work week he's at G.T. Machining, where he gets on-the-job training and a regular pay cheque. In two more years, he'll be a certified general machinist.

OYAP combines learning at school and at work to give people a head start in training to become skilled workers. All employers, especially those with an aging work force, can benefit from taking on apprentices from local schools. Van-Rob Stampings Inc., a leading automotive parts manufacturer with offices in Aurora and Windsor and plants in the Greater Toronto Area, was matched with the York Catholic District Board. "We got involved last year," says Bruce Patterson, Van-Rob's corporate planning coordinator. "We started by sending employees to visit schools to explain about careers in our industry and now we invite groups of students to visit us and see our workplace. Work experiences are a great way to introduce students to careers. Students are asked early in high school to make career choices and can be helped to make a decision by experiencing the workplace first-hand," Patterson said.

All school boards must now offer to interested high school students out-of-classroom work experiences, such as the Ontario Youth Apprenticeship Program, cooperative education, job shadowing and other school-work opportunities.

For more information about OYAP, visit <http://www.youthjobs.gov.on.ca>

For more information about school-work opportunities, visit <http://www.edu.gov.on.ca/passport> or call 1-800-387-5514 (in Toronto, 416-325-2929).



EDUCATION AT A DISTANCE

"T"aking courses at a distance allows me to continue my education at a low cost, with great convenience and with a greater amount of information," says Rachel Baxter, a 20-year-old student from Terrace Bay in northwestern Ontario.

Rachel is completing her college diploma in early childhood education through Confederation College and admits that she enjoys the extra attention students get through audioconferencing. "Because there are less students taking a course at a time, compared to an average classroom, your questions are heard and the teacher/professor has more time to elaborate on all information."

From Fort Severn, the most northern community in Ontario, to Parry Sound, Northern Ontario's most southern city, learners of all ages have access to a postsecondary and secondary school education through audioconferencing, audiographics and videoconferencing. Contact North/Contact Nord, Northern Ontario's Distance Education and Training Network, provides these services from its headquarters in Sudbury and Thunder Bay. In 2000, the network serviced 10,000 students in over 500 programs and courses.

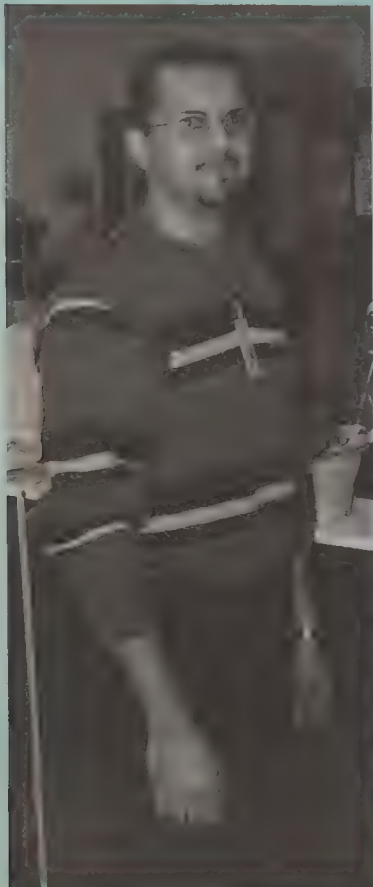


"Contact North has provided me with the opportunity to take the OAC courses I need," says Tallya Bédard, a 17-year-old student from Mattawa (northeastern Ontario). "I will now be able to graduate and continue my postsecondary studies. I would like to become a science teacher."

With 145 Distance Education and Training Access Centres in over 100 Northern Ontario communities, the network is in many places the only educational facility available to learners in those small and remote communities. For learners who would otherwise have to relocate in order to study, this mode of delivery, which uses audio and video technologies, offers the opportunity to pursue an education without having to leave family and home.

"Next year, I will be taking additional OAC courses through the network," says Tallya. "Because of a conflicting schedule with my secondary school in Mattawa, Contact North provides me with the opportunity to take the courses I need at a distance, through another secondary school outside my community."

For more information, visit www.cnorth.edu.on.ca or call 1-800-561-2222.



NURSING: GIVING TO THE COMMUNITY

Is caring for people important to you? Do you want to make a difference? Do you inspire others? Are you curious about the world around you? If so, you might have what it takes to be a nurse. Nursing is an exciting career that offers a world of challenges and new opportunities for growth. Trusted professionals, nurses make an invaluable contribution to the health and well-being of individuals, families and communities.

Just ask Zahir Hirji. A graduate of McMaster University, Zahir has successfully launched a career in nursing that combines his passion for health care with his interests in community health and research. "I knew I wanted to work in health care," says Zahir. "I had developed an interest in community health as well as infectious disease and I knew nursing would provide the flexibility to pursue all of my interests."

Today, Zahir is an integrated health care practitioner in the infection control department at Toronto's University Health Network. His day-to-day work is a reflection of the modern realities of nursing and bears no resemblance to past stereotypes. On any given day, Zahir is responsible for a wide range of activities and concerns, including infection-control issues in the operating room, the monitoring of surgical-site infections, and the Wash Your Hands campaign – an educational program for patients, staff and visitors at the University Health Network. In addition to his duties at the University Health Network, Zahir is also busy working on a master's degree.

"Nursing for me is quite different," Zahir says. "I don't do what people typically think of as nursing, but I interact with the type of nurse that most people would associate with the profession," said Zahir. "My interests are with education and research in infection control and I make an impact by sharing with nurses what I learn through research, so that they can provide better care as well as protect themselves."

Just like Zahir, more nurses are assuming leading roles in exciting, leading-edge research aimed at advancing the science of nursing and improving patient care. Whether employed in community health centres, schools, workplaces, outreach centres for seniors or home-care agencies, nurses use their knowledge, skills and training to help prevent illness, promote wellness and assist people in their health journey.

In Zahir's view, nursing provides opportunities for many different kinds of people, "because there are tons of different ways to be a nurse. Nursing is more than changing bedpans, giving medications and being on a floor for a 12-hour shift. There is a range of roles in nursing and you can quickly move into specialty areas that use your strengths. As a nurse, you give a lot to your community and you get so much in return."

For more information about a career in nursing, visit www.nursingnow.org or www.rnao.org

"I absolutely love it! Even with all of the challenges, I feel I am where I was intended to be." Jennifer Hampe grew up in a family of teachers and knew that she was a natural leader and loved kids, but she wanted to do something exciting and unique. Although she studied science at university with the aim of being an optometrist, she didn't enjoy the courses. Because she wanted to inspire people, after finishing her degree, Jennifer considered teaching as a career. She wondered whether she would have to conform too much and whether there were too many political issues but decided that even if there were challenges, she would deal with them. With her experience tutoring, helping in the classroom and coaching sports, Jennifer knew that kids could relate to her and look up to her.

"The one-year Bachelor of Education at Lakehead University was one of the best years of my life. I met so many people who had the same dream as I did. I knew that I wanted to come back to my northwestern Ontario roots and work in a rural setting but the job market was not good. Most of my classmates from teachers' college had jobs before we graduated. I just knew something great was waiting for me. This was my dream. It had to come true! I kept a positive attitude and knew that I had worked very hard to get where I was and I was going to be rewarded."

Follow Your Heart



Today, Jennifer teaches Grades 5 and 6 at two different elementary schools, Eagle River and Lillian Berg, near Kenora. "If you are not sure of our location, it's easiest to say we are right in between Thunder Bay and Winnipeg! Both of the schools are rural and very community oriented. Eagle River doesn't have a gym or a computer lab. We wing it here! The staffs at both schools are excellent, and they're small, so that you get to know people very well and they are very supportive. It sounds sort of primitive, but teachers from large schools come to ours and love it — it's like your family."

"I am able to express my uniqueness every day within the classroom. The students respond very well to me and I know that I am making a difference. As a teacher, I deliver the content of the curriculum while providing a unique learning environment that gives students a richer perception of the world, leading them down a road of life-long learning. I am now certain after all these years that I made the right choice. I am doing what I was meant to do!"

For more information on teaching as a career, visit the Ontario College of Teachers' Web site at <http://www.oct.on.ca>

Community Partners in Cooperative Education

"I never thought that I would have an experience like this. The class visits and making the miniature robots was fascinating. For the first time in my life, I couldn't wait to go to school," says Yannick Rivard, of École secondaire catholique Champlain, about his work placement at Science North.

Check out these facts. One in four individuals works in sales and service. In this sector, 100,000 new jobs will be created over the next ten years. There is also a great demand for specialists in marketing and international e-commerce. Small and medium-sized businesses offer a popular career choice because of their profitability and autonomy. In great demand are specialists in technology, chemical and mineral engineering, information technology, automation and robotics.

With that in mind, the Sudbury region school boards designed two innovative co-op education programs for Grade 11 and Grade 12 students: *Stratégies en marketing, ventes et service* (Strategies in Marketing, Sales, and Service) and *Science appliqué dans le domaine des minéraux robotique et géologie* (Applied Sciences in the Field of Minerals [Robotics and Geology]).

"Through the marketing program, I had access to places in some businesses that the public never sees. I also had an opportunity to make contacts and develop essential skills," says Steven Pellerin of École secondaire catholique Champlain, about his work placement at Staples Business Depot.

"This cooperative education program has proved to be very valuable. These students have made a significant contribution to our team. They also benefited by using their skills and obtaining hands-on experience in a professional environment. I look forward to participating in this program again!" enthuses Nancy Chartrand of Science North.

Offered in both English and French, the programs provide students with specialized training and help them develop skills for the workplace. In one semester, students earn four credits: two academic credits for courses taken in a non-traditional learning environment (Collège Boréal) and two co-op education credits for completion of a work term. Students in the marketing strategies course study marketing, logistics, entrepreneurship and resource management. Those enrolled in the applied sciences course learn about robotics, geology and automation in the mining industry. Electronic data processing is covered in both programs. With the involvement of community partners in the Sudbury region, students visit workplaces, listen to talks by experts and explore career options.

"I am amazed by the quality of the students' work and the relevance of their knowledge to the work placement," says Slobodan (Bob) Nikolic of Falconbridge Limited.

The school board partners are Conseil scolaire catholique du Nouvel-Ontario, Conseil scolaire du district du Grand-Nord de l'Ontario, Rainbow District School Board, and Sudbury Catholic District School Board. The community partners are the Retail, Wholesale and Department Store Union; The Logistics Institute; Falconbridge Limited; Inco Limited; ESRI Canada; Cambrian College of Applied Arts and Technology; Collège Boréal; Laurentian University; Ministry of Northern Development and Mines; and Human Resources Development Canada.

"This hands-on experience gave me an opportunity to improve my knowledge and zero in on my career choice," says Justin Brazeau, a student at École secondaire catholique Champlain, on a work placement at Falconbridge Limited. "My job was to classify and register the samples (cores) taken from deep underground. I was the first to see the new findings. Geology uses lots of maps and precision scales. I did a lot of tinting and mapping. Now I see mining through different eyes. It's like a familiar world to me."

For more information about the program,

contact Johanne Boisvenu-Blondin, Coordinator,

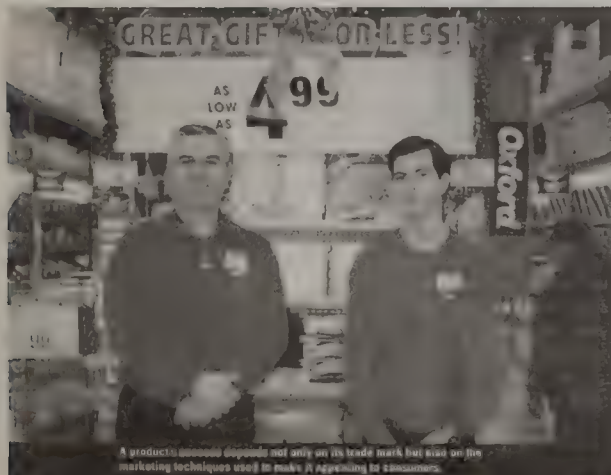
Conseil scolaire catholique du Nouvel-Ontario at (705) 673-5626 or boisvej@nouvelon.edu.on.ca



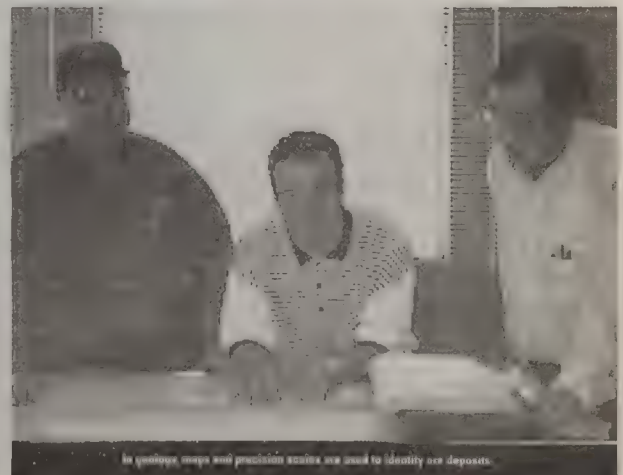
Robots like to have fun, too. This one plays a one-handed ball game.



These unprogrammed coding routines were created, built and programmed by students in the Robotics Project.



A product's success depends not only on its trade mark but also on the marketing techniques used to make it appealing to consumers.



In geology, maps and precision scales are used to identify ore deposits.

TAKING IT GLOBAL (TIG)

"I like keeping it real and staying true to what drives me. I love to create beautiful things and share them with the world," says 20-year-old Jennifer Carrero of Thornhill. In 1999, after graduating from high school, Jennifer and Michael Furdyk founded TakingITGlobal, a non-profit organization aimed at and driven by youth. TIG aims to develop a global network of young people around the world to collaborate on learning opportunities through real-world projects and discussions. The company motto is Inspire, Inform, Involve.

Jennifer has always had lots of energy. In high school she kept a running log of questions for each subject – she wasn't satisfied with the whats, she had to know the whys. "My Grade 7 teacher truly believed in my ability to tap into all parts of my brain and helped me develop a strong perspective in the sciences, mathematics, business and the visual and performing arts. During my high school years, I was always able to rely on my principal and my guidance counsellor, whose strong support gave me the confidence to find innovative ways to work within the system."

“My Grade 7 teacher truly believed in my ability to tap into all parts of my brain”

Aside from running TIG, Jennifer has done consulting work for Xerox, Bootlegger, J. Walter Thompson, CIBC, Swatch and McDonald's; attended the 2000 Global Knowledge Conference in Malaysia; spent six months advising Microsoft on the "Net Generation", and represented Canadian youth at the Hague International Model United Nations Youth Assembly in January 2001. Recently Jennifer was recognized as Wired Women's Young Woman of the Year and delivered a speech at the Classrooms Connections conference for 25,000 high school students in the SkyDome. She is currently blending her work experience with part-time business studies at York University.

Tap into TIG's energy at <http://www.takingitglobal.org>

Have Skills, Will Travel

Lots of programs offer international work experience for those who want to travel. They can help you develop work skills that last a lifetime. Pack your bags and check your maps because Ontario Prospects has found some of the opportunities that can take you overseas!

Teaching English in Asia is one of the most common options. Over a billion people in the world want to learn English!

The Canadian Institute for Teaching Overseas (CITO) has opportunities in Korea, Thailand, Taiwan, China, Singapore and Hong Kong. This organization, like others, helps you find a good employer (a grade

school, high school or university), negotiate a contract and get your visa and provides information on the country of your choice. You can find the Web site at <http://www.nsis.com/~cito> or try the Japan Exchange and Teaching (JET) program site at <http://www.embassyjapanacanada.org> for opportunities in Japan.

The Canadian International Development Agency (CIDA) offers recent postsecondary graduates the opportunity to gain experience working in a developing country. CIDA, in partnership with the Centre for Intercultural Learning (CIL), also provides pre-departure courses for interns in cross-cultural communication, culture shock, adaptation and professional effectiveness in

another country. Visit the CIDA Web site at <http://www.acdi-cida.gc.ca/index.htm>

If you are a student interested in working in the service or tourism industries, the Student Work Abroad Program (SWAP) will help you search for work and find a place to live. Visit the Canadian Federation of Students site at <http://www.cfs-icee.ca> for more information on SWAP.

These are only some of the possibilities. Whatever you choose, make sure the program has a good reputation and overseas support. If you can, talk with someone who has been through the program. If you do a bit of homework first, your new experiences in a different culture may not come as such a shock.

Never Say Never!

"Assumptions made by other people are the greatest barrier for people with disabilities," says Gina Spataro, who graduated recently from Seneca College. At age 22, Gina stands 32 inches tall, so to move around more quickly and safely, she uses her scooter or wheelchair. These mobility devices also elevate Gina's body position to an average height. When you speak to Gina, her sincerity, insight, warmth and intelligence come through so strongly that her personality makes her disability almost invisible.

Gina was not always positive about life, and didn't always believe that she could have choices about her future. While her parents always encouraged and supported her, doctors told her she would never walk and teachers said she would never go to college. The first adult outside her family to encourage Gina not to allow her disabilities to keep her behind was an elementary school principal. He allowed her to move from repeating Grade 6 to joining her peers in Grade 8 and gave Gina one of her first positive messages about who she was and who she could be. In high school Gina fought to move to general level credits and eventually proved her academic ability.



In her teens, Gina began to participate in programs for adolescents at Bloorview MacMillan Centre and for the first time in her life realized that there were others who shared her feelings and experiences because they were disabled. Gina credits the programs she participated in for giving her confidence, developing leadership skills and allowing her to have fun!

Gina is now a social service worker looking for her first job in the field. Her next goal is to work toward a B.S.W. so that she can develop more skills and expand her professional horizons. During the work placements that were part of her college program, Gina demonstrated her ability to work effectively in diverse situations. Counselling a young man with autism about understanding feelings and facilitating a session for a family whose child was in hospital stand out as especially memorable experiences in her training. Gina encourages others with the motto she lives by herself,

Never Say Never!

For more information, contact Elaine Greenberg, Team Leader, Discoverability, Bloorview MacMillan Centre, at 416-425-6220, ext. 3205, or egreenberg@bloorviewmacmillan.on.ca

A HOLISTIC APPROACH TO LEARNING

"I enjoyed the course, especially because I was learning from a Native chef, someone in my own community. I learned a lot of new and different techniques," says Rebecca Corbiere, who completed the 12-week food preparation course at Kenjgewin Teg, an Aboriginal institute on Manitoulin Island.



Kenjgewin Teg is one of nine Aboriginal postsecondary and training institutes across Ontario that belong to the Aboriginal Institutes' Consortium. For the consortium, life-long learning is based on a holistic approach. The philosophy of this approach, as represented by the medicine wheel, gives equal weight to the emotional, spiritual, physical and mental aspects of a person. These features translate to attitudes, values, knowledge and skills.

"By controlling programs that reflect our culture and our community, we are certain that training and education will be relevant for our young people. This in turn will encourage them to remain in school and learn as much as possible," says Delbert Horton, Chair of the consortium and an educator from the Seven Generations Education Authority. Because the institutes are community based and led, the curriculum reflects the cultural background of First Nations students. Students credit the institutions for their academic success. Most believe they would not have attended college or university without the assistance and support they received from an Aboriginal institute. For some it meant schooling close to home; for others it meant

a familiar atmosphere where learning came more easily.

The institutes offer a broad range of courses: computer training, child and youth worker training, Native language courses, diploma programs offered jointly with postsecondary institutions, small-business management, conflict-resolution training and aquaculture technology. The Original Peoples Learning Centre in Toronto serves the needs of urban Aboriginal people and offers a range of courses, from stress management to youth leadership development. Kenjgewin Teg on Manitoulin Island offers adult education courses, some of which grant college or university credit, as well as curriculum development, an annual conference for principals and an alternative high school. Robert Beaudin is Executive Director of Kenjgewin Teg. "When I was in secondary school, I was denied entrance to art classes." Now Robert makes coursework in the arts available for all. The institute also offers employee training and professional development for employers, such as band council training and board/trustee training, proposal development, basic bookkeeping or time management.

For more information, visit the consortium Web site at <http://www.aboriginalinstitute.com>

Embracing challenge

Dr. Kathryn Woodcock knows all about adapting to change. She began to gradually lose her hearing when she was a child. The hearing loss resulted in deafness in her late 20s when she was vice-president of a Toronto hospital. Kathryn has never let her deafness stand in the way of her career.

"A disability can be a positive factor if you can learn from it, use it to set yourself apart, acquire knowledge... make yourself the only person to choose from when the demand for your skill comes up."

Kathryn is now a research manager for the Workplace Safety and Insurance Board. She works with a group of professionals to prevent workplace injury and disease, conduct research and consult on policies. Kathryn says that there's no doubt she's different in the workplace: "there are different ways to do things." For example, she sometimes uses the services of a sign language interpreter at meetings, and e-mail and a TTY (text phone) make communicating easy.

"A disability only amplifies the importance of proving yourself. I could be a professor, and I have been one. I know I can research and teach, even hearing students. But that doesn't mean anything if no one else thinks I can."

Kathryn's philosophy is simple and inspiring: "Earn what my abilities would dictate, not what my disability dictates." Of her career goals, Kathryn says, "Professionally, I'd like to make a difference - influence the way people do things and set a good example."

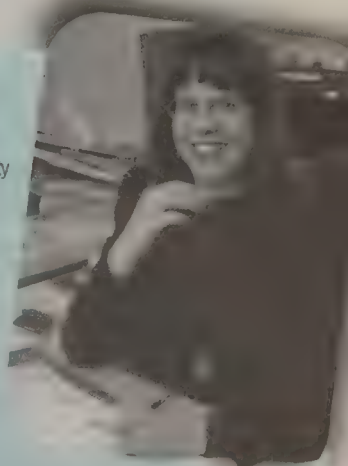
Adapting to a disability can be an opportunity to learn and appreciate all that change can offer. If you'd like more information on facing transition with a disability, check out the *Directory of Canadian Associations* at your library for a list of organizations that can help you or visit these Web sites for more information:

<http://www.caillc.ca> - Canadian Association of Independent Living Centres

<http://www.entrepreneurdisability.org> - Network for Entrepreneurs with Disabilities

<http://www.workink.com> - The Canadian Council on Rehabilitation and Work

<http://www.waen.org> - Web Access Employment Network



A Passion for Film

“A mere week into my internship, I confronted the greatest similarity of all between myself and my South African employers, a work ethic that entails 15 to 16 hour days and a burning passion to create films,” says Debe Morris. Through the International Intern Program for Canadian Youth, Debe is working on a film internship with Atomic Visual Effects in Cape Town, South Africa.

The Canadian Film and Television Production Association (CFTPA) has a number of internship programs, including this one, that have “enabled many young interns to develop a variety

of skills relevant to the film and television production industry through long-term placement,” says Deborah Andrews, Director of the National Mentorship Programs.

Debe’s experience has included being a visual-effects assistant and post-production manager for pay television commercial shoots, directing and editing a music video in Zimbabwe, and organizing a source footage and commercial work library for the company. She has also attended industry markets and film festivals, spoken with potential co-producers for her feature film scripts and begun filming a documentary on the musical landscape of South Africa.

“Advances in digital media production and distribution systems are opening doors for filmmakers in many smaller countries like South Africa,” says Jean Jacquet, Producer, Atomic Visual Effects. “Debe’s time here represents to us an important bridge between two worlds which we hope time will strengthen.”

Over 90 per cent of interns continue to work in the industry after their internships, which range from 20 to 39 weeks. National interns work in camera, art, sound, production coordination, associate producing and marketing. International interns work on international feature film co-productions, experience the ins and outs of high-profile international markets and take part in the shooting of a documentary in a developing country.

Debe sums up her experience: “I hope a constant stream of interns come after me and even South African filmmakers, animators and producers travel to Canada to benefit from a more developed industry.” Although she had left university studies in Ottawa, Debe has now decided to complete her master’s degree in legal studies through the film exploration of policing in different countries. “Choosing an international internship to advance in the entertainment field was definitely the right path for me.”

“Debe rocks!” says Sharlto Copley, Co-founder and Director of Atomic Visual Effects.

For more information about CFTPA’s internship programs, call 1-800-290-9734 or (613) 233-1444, ext. 224, or e-mail: nmp@cftpa.ca



A Summer Job Experience



“I couldn’t have found a better job,” says Zoe Constantinides about her work with Heritage Mississauga. A university student majoring in linguistics and anthropology, Zoe found

work as an oral history interviewer with help from Ontario Summer Jobs. Zoe interviewed long-time Mississauga residents, including business people, skilled workers and local politicians. Heritage Mississauga is storing Zoe’s

interviews in the Canadiana Room of the Mississauga Central Library, where the public can enjoy the stories and better understand how the contributions of different people were essential to the city’s success.

“After university, I want to pursue a career in communications. This job is teaching me how to better communicate with different people. I’m grateful for the experience.”

For more information about Ontario Summer Jobs, visit <http://youthjobs.gov.on.ca> or call the toll-free Training Hotline at 1-800-387-5656.

Learn From People You Can Relate To



“**B**lack youth don’t have many opportunities to meet Black role models. We’re living in a multicultural society and we need to see our faces out there,” says Melissa Campbell. Three years ago, as a high school senior at David and Mary Thompson Collegiate Institute, Melissa heard an announcement about the YMCA Black Achievers Program. With the help of her guidance counsellor, she decided to check out the mentorship program.

Being involved in the program has opened many doors for Melissa. She plans to attend university in the fall, pursue a psychology degree

and then enter medical school to specialize in either pediatrics or family medicine. Through the program, which brings Black professionals together with Black youth, Melissa has met doctors and others who have encouraged her professional ambitions.

Melissa’s mentors encouraged her in subtle, non-confrontational ways and gave her the confidence to seek out tutors, take the right courses, talk to those in the field with experience and pursue her dreams with more determination. “It was a real networking opportunity, a chance to learn from people you can relate to,” Melissa says. She applied to and was accepted for the University of Toronto’s summer mentorship program, a co-op program geared to encouraging Black and Aboriginal youth to become involved in the health sciences. She credits her action to the Black Achievers Program, which taught her “to keep your eyes open, to take advantage of the opportunities and to really listen for what’s out there.”

Through her active involvement in the program, Melissa received a YMCA Dedication to the Program Award. She also participated in the program’s annual Youth Summit excursions, where she had the opportunity to meet Black youth from Chicago, Detroit and Halifax. In a once-in-a-lifetime opportunity in Toronto, she met Dr. Mae Jemison, a physician and the first African-American woman to enter space.

Melissa says she’s pleased to have met adults who “have their heads on straight”. Her advice for other young people looking for guidance and direction is to check out the Black Achievers Program. “Try it out, see what it’s all about. When an opportunity comes along, take it, find something you love and go after it.” Where will Melissa be when she’s 30? “I hope I’m just getting out of medical school to become a doctor in pediatrics or family medicine. And I plan to return to the Black Achievers Program to be a mentor for someone like me.”

For more information, contact Robert Small, YMCA Black Achievers Program, at 416-928-3362, ext. 4073, or robert.small@ymca.net and visit <http://ymca.com>

Career Cruising

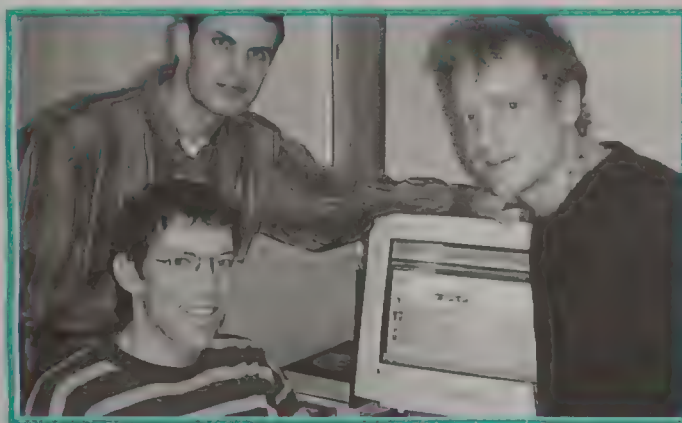
If you’re a student in Ontario, chances are you’ve already tried a great new on-line career guide called *Career Cruising*. What you may not know is that *Career Cruising* is an entrepreneurial success story that started right here in Ontario.

Six years ago, Matt McQuillen, a business student with an interest in computers, had a friend who was having trouble finding a career. “It was actually a problem many people I knew were facing,” says Matt. “We were students finishing up our courses and all of a sudden we had to figure out how to take what we’d learned into the work force – what did we want to do?”

Matt’s friend had looked everywhere and even read a lot of career guides, but nothing really inspired him or told him what he wanted to know about different careers. There was an entrepreneurial idea, Matt thought. Why not use new multimedia technology like CD-ROM and the Internet to make a new kind of career guide – one that was fun to use and included interviews with real people in every type of job? “That way, instead of just reading about a career, you could see the real thing and talk to someone who really did it.”

Matt’s first step was to do market research. Then he spoke to guidance counsellors and other career professionals. They said that there was definitely a need for a career guide with real interviews, but that it wouldn’t be easy. “We wanted to interview hundreds of different people from hundreds of different careers. No one had ever done that before,” Matt recalls.

Matt’s next step was to form a team of people to make the multimedia career guide a reality. He started with Angus McMurtry, an old school friend who could write the career information and help with the interviews, and Jeff Harris, the friend whose career search originally sparked the idea for the multimedia career guide.



The first version of *Career Cruising*, as the guide came to be called, was completed in 1997. “It took us a year longer than we thought to make the first version,” Angus recalls. “It was a real test of our commitment and endurance – you really need to have faith in what you are doing to work for that long without any kind of pay or recognition.”

At first it was difficult to convince schools and other institutions to purchase *Career Cruising*. “No one had heard of us before, so it was tough to get them to look at our program.” *Career Cruising* did

catch on and was soon being used by several thousand schools, colleges and employment centres across Canada.

The first version was just the start. “We saved all our money from the first version and invested it in making an even bigger and better program,” says Matt. “Career counsellors and students told us what new features they wanted and we listened.”

The 2001 version of *Career Cruising* with many of these new features has just been released on the Internet. There are hundreds of new career profiles and multimedia interviews, as well as a database of Canadian college and university programs.

Matt and his colleagues also partnered with an internationally recognized career guidance company from England. “What it means for our Canadian users is access to one of the best career interest tests in the world,” says Matt. “If you don’t know which career is right for you, our program is a great place to start.”

If you haven’t yet had a chance to check out *Career Cruising*, just go to <http://www.careercruising.com> and log on with the following username and password: username=ontario password=prospects

Happy cruising!

Web Sites — only a CLICK away

These **Internet Directory Sites** target specific groups and are terrific starting points for career information in Ontario.

Career Gateway <http://www.edu.gov.on.ca/eng/career/> is designed for students in Grades 7 to 12. OAC. It contains annotated links to over 500 resources dealing with career exploration, job search skills, student skills and resources, workplace issues, postsecondary education, distance education and training.

The Ontario School Counsellors' Association site (<http://osca.ona.on.ca>) is a resource for teacher counsellors and other educators and provides extensive annotated links to educational, occupational and professional resources. The "Resources for students" section contains links to career exploration, postsecondary education, study skills, resume writing and summer and enrichment opportunities resources.

Ontario WorkInfoNet, or **OnWIN** <http://www.onworkinonet.ca> connects you to hundreds of sites with job and career information for Ontario residents, the best sites on finding work or creating your own job, choosing a career and getting training or more education. OnWIN links to other "OnJobsNet" sites across Canada and is managed by partners specializing in information about the Ontario labour market.

Human Resources Development Canada (HRDC) – Ontario Region's research and labour market information sites provide access to labour market information sources in Ontario <http://www.onhrdc-hrhc.gc.ca/eng/ontario> and a wide array of socio-economic research, career and job information sites across North America.

Explore Your Career Options

MazeMaster

<http://www.mazemaster.on.ca/eng/index.htm>

Career Manual Online (University of Waterloo) http://www.atm.uwaterloo.ca/eng/eng/career_manual-home.html

WorkSearch <http://worksearch.gc.ca/english/index.pl>

Upgrade Your Education and Skills

CanLearn Interactive

<http://www.canlearn.ca/english/eng.htm>

Education in Canada

<http://www.educationcanada.on.ca>

EduLinks – Resources for teachers, by teachers

<http://www2.tvo.edu/edlinks>

School Finder

<http://www.schoolfinder.com>

Independent Learning Centre

<http://ilc.edu.gov.on.ca/01/home.htm>

Ontario Youth Apprenticeship

Program (OYAP)

<http://www.edu.gov.on.ca/eng/learning/apprenticeshipplay.htm>

Fund Your Education

Ontario Student Assistance Program

http://osap.gov.on.ca/not_secure/osap.htm

Canada Student Loans Program

http://www.csis.gc.ca/studnt_loan/engap/lcommon/index.shtml

Scholarship Finder

<http://www.scholarshipscanada.com>

StudentAwards.com

<http://www.studentawards.com>

Start Your Job Hunt

Workopolis

<http://jobs.workopolis.com>

Monster.ca Jobs <http://jobsearch.monster.ca>

JobSearch.ca <http://jobsearch.ca>

Career Click <http://www.careerclick.com>

Public Service Commission of Canada – Recruitment http://jobs.gc.ca/home_e.htm

Telecommuting Jobs <http://www.tjobs.com>

TVO Job search

<http://www2.tvo.ca/eng/lookingforwork>

Contingent Work

<http://www.jobjuggling.com>

Job Hunting Online

<http://www.jobhunting.com>

Youth

Youth Opportunities Ontario

<http://youthjobs.gov.on.ca/eng.html>

Job Connect

<http://www.edu.gov.on.ca/eng/learning/jcp/jcp.htm>

Youth Resource Network of Canada

<http://www.youthresource.ca>

CFIB Youth Web

<http://www.cfib.ca/youth/default.asp>

Youth Link (HRDC)

<http://youth.hrhc-hrhc.gc.ca/ythlink/ythlink.shtml>

Students and Graduates

My OntarioWeb for Students

<http://www.edu.gov.on.ca/MBS/english/myontarioweb/students.html>

Campus WorkLink <http://www.worklinknrg.com>

Career Edge <http://www.careeredge.org>

Ontario Internship Program 2001

<http://www.internship.gov.on.ca/minist/interns.nsf>

Post-Secondary Recruitment Campaign (federal)

http://www2.tvo.edu/eng/psrc/index_e.htm

AUCC Youth International Internship Project

<http://www.aucc.ca/youth/program.asp#int.htm>

Working students information

http://www.edu.gov.on.ca/lab/stu/facts_e.htm

Summer Jobs

Summer Employment Programs

<http://www.edu.gov.on.ca/MBS/english/summer/emp.htm>

Ontario Summer Jobs

<http://www.edu.gov.on.ca/eng/documents/summer/summer.htm>

Student Summer Job Action

<http://youth.hrhc-hrhc.gc.ca/sjalemain.htm>

Summer Jobs (Youth Resource

Network of Canada) http://www.youth.gc.ca/jobopp/summer_e.shtml

Young Canada Works

<http://www.pch.gc.ca/ycw-jct/english/overview.htm>

Federal Student Work Experience

Program (FSWEP) http://www2.tvo.ca/eng/psrc/students/index_e.htm

Summer Jobs – Ontario

<http://www.hrhc-hrhc.gc.ca/eng/summer/summer.htm>

Start a Business in Ontario

Ontario Business Connects

<http://www.ccr.gov.on.ca/abnmain/welcome.htm>

Starting a Small Business in Ontario

<http://www.cbic.org/ontario/starting/index.html>

Canada Business Service Centres –

Ontario (CBSCO)

http://www.cbic.org/ontario/index_2.html

Ontario Employment Standards

<http://www.esc.gov.on.ca/AB/esc.htm>

Occupational Health and Safety – Ontario

<http://www.gov.on.ca/AB/ohs/ohs.htm>

Entrepreneurs/Self-employed

Young Entrepreneurs Program

<http://www.cbic.org/ontario/index.html>

Young Entrepreneur Financing Program

<http://www.bdc.ca/scripts/site/display-products.asp>

(and click on Financing)

Canadian Youth Business Foundation (CYBF)

<http://www.cybf.ca>

Junior Achievement of Canada (JACAN)

<http://www.jacan.org>

Canadian Industrial Innovation Centre (CIC)

<http://www.innovationcentre.ca>

REALM magazine

<http://www.realmmagazine.com>

Strategis <http://strategis.ic.gc.ca/engdoc/main.html>

Aboriginal Peoples – Youth, Education and Training

Directory of Private Sector Funding

for Aboriginal Students

<http://www.aboriginal-education.com/eng/eng1.html>

Barrie Area Native Advisory Circle (BANAC)

<http://www.banac.on.ca/default.htm>

Gezhoogij Employment and

Training – Sudbury <http://www.gezhoogij.ca>

Grand River Employment and Training

(GREAT) – Ohsweken <http://www.greatn.com>

Miziwe Biik Aboriginal Employment

and Training – Toronto

<http://www.miziwebiik.com/main.html>

Pine Tree Native Centre of Brantford

Employment Program <http://www.nativepine.com/offerserve.html>

Aboriginal Institutes Consortium (AIC) –

Ontario <http://www.tyendinaga.net/consortium>

Aboriginal Peoples – Jobs

Employment Center (AYN)

http://www.ayn.ca/employment/employ_mainpage.htm

Aboriginal Programs (PSC)

<http://www.ccr.gov.on.ca/abnmain/welcome.htm>

Aboriginal Recruitment Coordination

Office (ARCO) <http://www.arco.on.ca>

CareerPlace: Recruitment service by

Native Women's Association of Canada

<http://www.careerplace.on.ca>

Aboriginal Peoples – Business Development

Aboriginal Business Development Online

<http://www.aboriginalbusinessdevelopment.ca>

Aboriginal Business Canada –

Youth Entrepreneurship

<http://www.bdc.ca/eng/abnmain/welcome.htm>

Aboriginal Youth Business Council

<http://www.aybc.org/main.html>

Aboriginal Business Service Network

(ABSN) – Ontario

http://www.cbic.org/ontario/ABSN/main_e.html

Aboriginal Business Map (Strategis)

<http://strategis.ic.gc.ca/cgi-bin/scdi/bizmap/launch.pl?level=0&lang=En&prefix=ba>

Aboriginal Peoples – Government

Assembly of First Nations

<http://www.afn.ca/splash.htm>

Ontario Native Affairs Secretariat (ONAS)

<http://www.onas.gov.on.ca/eng/eng1.html>

Indian and Northern Affairs – Programs and

Services http://www.inas.gc.ca/pis/index_e.html

People with Disabilities

Indie, Integrated Network of Disability

Information and Education

<http://www.canlearn.ca/eng/eng1/index.htm>

Accessibility Guide – Scholarships for

Disabled People (CanLearn)

<http://www.canlearn.ca/English/learn/newaccessguide/scholarships.shtml>

Project Advance – York University

<http://www.yorku.ca/advance/advance.htm>

WORKink Virtual Employment Resource

Centre <http://www.workink.com>

WORKink Ontario

<http://on.workink.com/default.asp>

JANcAn – Job Accommodation Network

<http://on.workink.com/jancana.htm>

Gateway to Diversity

<http://www.gatewaytodiversity.on.ca/eng/eng1.html>

Removing Barriers [to Disability]

http://www.removingbarriers.ca/eng/eng1/index_e.htm

Newcomers to Canada

Access to Professions and Trades (APT)

http://www.appt.ca/eng/eng1/index_e.htm

Government Training, Economic Development Programs and Services for Youth and Entrepreneurs

Human Resources Development

Canada – Ontario Region

<http://www.hrdc-hrhc.gc.ca>

Agriculture, Food and Rural Affairs

<http://www.gov.on.ca/OMAFRA>

Citizenship, Culture and Recreation

<http://www.gov.on.ca/MC/CRC>

Consumer and Commercial Relations

<http://www.ccr.gov.on.ca>

Community and Social Services

<http://www.gov.on.ca/CS>

Economic Development and Trade

<http://www.minto.ca/eng/eng1.html>

Education and Training, Colleges

and Universities <http://www.edu.gov.on.ca>

Finance <http://www.gov.on.ca/cfin>

Natural Resources <http://www.mnr.gov.on.ca>

Northern Development and Mines

<http://www.gov.on.ca/MNDM>

Ontario Women's Directorate

<http://www.gov.on.ca/women/owd>

*These Web site addresses were in effect

when *Ontario Prospects* went to print.

WHERE TO ACCESS THE INTERNET

If you can't access the Internet at home, you may be able to access it for free by going to one of the offices listed below. If you need help getting in touch with some of them, see "Call the Experts" on page 26. • High schools • Colleges • Universities • Career centres • Guidance offices • School libraries • Computer labs • Public libraries • Human Resource Centres for Students (HRCS) • Employment Resource Centres (ERCs) • Not-for-profit community agencies • Job Connect offices • Business Set Help Offices and Municipal Small Business Resource Centres • Cyber-cafes (for an hourly fee) • Family members or friends

Call the experts

JOB SEARCH

Get help with your job search and career planning; access the Internet; use fax machines and more – for free.

- Many not-for-profit community agencies offer these services for free. Call the Training Hotline listed at the bottom of this section, and ask for a community employment agency in your area.
- Employment Resource Centres (ERCs) are self-help centres available to everyone. Human Resource Development Centres (HRDC) have programs and services for current or recent Employment Insurance clients. Call your local Human Resource Development Centre, listed in your Blue Pages, and ask for your local ERC or HRDC. You can also check the Web site: <http://www.on.hrdc-drhc.gc.ca/>. In Toronto, look up <http://www.possibilitiesproject.com/> and click on **Community Resources**.
- If you're receiving social assistance, you can also get job search help from your Ontario Works office.
- The Ontario Disability Support Program (ODSP) offers employment support for qualified people who have a disability. Call your local ODSP office, listed in your Blue Pages under "Disability" or "Ministry of Community and Social Services".

BUSINESS START-UP

For information on starting your own business, call the Canada-Ontario Business Service Centre 416-954-4636 or 1-800-567-2345 or check the Web site <http://www.cbcs.org/ontario/>


VOLUNTEER

Visit your local volunteer centre to find out what volunteer opportunities exist in your community. Look under "Volunteer" in your phone book.

COMMUNITY SERVICES

If you're looking for a particular type of organization, service or program, community information centres can direct you. Look under "Information" or "Community Information" in your phone book.

UPGRADING

| | |
|---|--|
| <p>The Independent Learning Centre (ILC) offers:</p> <ul style="list-style-type: none"> • correspondence courses for high school diploma credits or basic skills upgrading; and • General Educational Development (GED) testing program to enable adults 19 and older to obtain an Ontario High School Equivalency Certificate. | <p>Correspondence Courses:</p> <ul style="list-style-type: none"> • Write: 20 Bay Street, Suite 400 Toronto, Ontario M5J 2W1 • Call: English 416-325-4388 or 1-800-387-5512 French 416-325-4360 or 1-800-265-0454 <p>GED:</p> <ul style="list-style-type: none"> • Call 416-325-3364 or 1-800-573-7022. <p>For details on courses and GED, see the Web site http://ilc.edu.gov.on.ca/</p> |
| <p>Adult Learning Centres offer high school diploma credit courses for adults.</p> | <p>Call your district school board.</p> |
| <p>Continuing Education provides educational opportunities through a wide range of academic upgrading and general-interest courses. These are offered through local:</p> <ul style="list-style-type: none"> • district school boards • universities and colleges | <p>Call a school board, college or university in your area and ask for the continuing education department.</p> |
| <p>Literacy and basic skills upgrading are offered by various organizations.</p> | <ul style="list-style-type: none"> • Look in the Yellow Pages under "Learn" or "Literacy". |
| <p>TV Ontario</p> <p>TVO, the Ontario Educational Communications Authority (OECA), provides quality educational programming services in English and French, using television and other communications technologies. Access information on:</p> <ul style="list-style-type: none"> • distance education programs • co-op education programs • internships • part-time programs • Ontario postsecondary schools • apprenticeships | <ul style="list-style-type: none"> • Look up the Web site, at http://www.tvontario.org/learningmatters/ • Call 416-484-2600 or 1-800-INFO-TVO.  |

HAVE QUESTIONS?

Call the Training Hotline at 1-888-JOBGROW (in Toronto, call 416-326-5656), or look up the Web site <http://www.youthjobs.gov.on.ca/>

The Training Hotline is a central telephone access point for information on all year-round and summer

Ontario government training and employment programs, as well as those offered by other levels of government and community agencies. Information counsellors can assess your needs and provide direction, detailed information and referral to related programs and services.

Summer Jobs

Plan Your Job Search

As a first step, ask for help with planning your job search.

Job Search Workshops

Learn about networking, interviews and résumés at a job search workshop, available at:

- Career centres or guidance offices at high schools, school boards, colleges and universities
- Summer Jobs Service (SJS) offices. Get the list of local offices from your guidance office, career centre or Human Resource Centre for Students in the spring of each year; or call the Training Hotline at 1-888-JOBGROW (in Toronto, call 416-326-5656)
- Human Resource Centres for Students (HRCC-S). Check the Web site <http://youth.hrdc-drhc.gc.ca> for the list of centres; or call the Youth Info Line at 1-800-935-5555.

Job Search Guides

Use a job search guide. The information in *Ontario Prospects* provides a general overview of job search planning. Ask at any of the offices or hotlines listed above for other guides, such as *And Finally I Did Get a Job* and *The Edge (on Finding a Job or Creating Your Own and Making the Most of It)*.

Summer Programs

To learn about government summer programs:

- ask at any of the offices or hotlines listed above
- look up the Youth Opportunities Ontario Web site <http://www.youthjobs.gov.on.ca/> and click on Ontario Summer Jobs.

When to Apply

Most summer program applications are available in April, but some are available earlier:

- Federal Student Work Experience Program (FSWEP) – available in autumn for the following summer, as well as for part-time school-year employment
- Ontario-Quebec Summer Student Job Exchange Program – available in January.

POSTSECONDARY EDUCATIONAL INSTITUTIONS and OPPORTUNITIES in ONTARIO

For further information on admission requirements, programs, fees and residences, contact:

Algonquin College of Applied Arts and Technology
1385 Woodroffe Ave
Nepean, Ontario K2G 1V8
Admissions: (613) 727-0002
Registrar: (613) 727-4723, ext. 5021
Toll-free: 1-800-565-4723
<http://www.algonquin.on.ca>

Cambrian College of Applied Arts and Technology
1400 Barrydowne Rd.
Sudbury, Ontario P3A 3V8
Phone: (705) 566-8101, ext. 7300
Toll-free: 1-800-461-7145
<http://www.cambrian.on.ca>

Canadore College of Applied Arts and Technology
100 College Dr.
Box 5001
North Bay, Ontario P1B 8K9
Phone: (705) 474-7600, ext. 5123
<http://www.canadore.on.ca>

Centennial College of Applied Arts and Technology
PO Box 631
Station A
Scarborough, Ontario M1K 5E9
Phone: 416-289-5300
Toll-free: 1-800-268-4419
<http://www.cencol.on.ca>

Collège Boréal
21, boulevard LaSalle
Sudbury, Ontario P3A 6B1
Phone: (705) 560-6673
Toll-free: 1-800-361-6673
<http://www.boreal.on.ca>

Collège des Grands Lacs
149 College Street
Toronto, Ontario M5T 1P5
Phone: 416-599-5090, ext. 5051
Toll-free: 1-800-590-5227
<http://www.grandlacs.on.ca>

Conestoga College of Applied Arts and Technology
299 Doon Valley Dr.
Kitchener, Ontario N2G 4M4
Phone: (519) 748-5220
<http://www.conestoga.on.ca>

Confederation College of Applied Arts and Technology
1415 Nakina Dr.
PO Box 398
Station F
Thunder Bay, Ontario P7C 4W1
Phone: (807) 475-6110
Toll-free: 1-800-465-5493
(Ontario and Manitoba)
<http://www.confederation.on.ca>

Durham College of Applied Arts and Technology
PO Box 385
2000 Simcoe St. N
Oshawa, Ontario L1H 7L7
Phone: (905) 721-2000
Registrar: 1-800-461-3260
<http://www.durham.on.ca>

Fanshawe College of Applied Arts and Technology
PO Box 7005
1460 Oxford St. E.
London, Ontario N5Y 5R6
Phone: (519) 452-4277
<http://www.fanshawe.on.ca>

George Brown College of Applied Arts and Technology
PO Box 1015, Sutton B
Toronto, Ontario M5T 2T9
Phone: 416-415-2000
Toll-free: 1-800-265-2002
<http://www.gbrownc.on.ca>

Georgian College of Applied Arts and Technology
One Georgian Dr.
Barrie, Ontario L4M 3K9
Phone: (705) 728-1951
<http://www.georgian.on.ca>

Humber College of Applied Arts and Technology
205 Humber College Blvd.
Etobicoke, Ontario M9W 5L7
Phone: 416-675-6622
Toll-free: 1-800-268-4867
<http://www.humberc.on.ca>

La Cité collégiale
801, promenade de l'Aviation
Ottawa, Ontario K1K 4R3
Phone: (613) 742-2483
Toll-free: 1-800-742-2493
<http://www.lacite.on.ca>

Lambton College of Applied Arts and Technology
1457 London Rd.
Sarnia, Ontario N7T 6K4
Phone: (519) 542-7751
<http://www.lambton.on.ca>

Loyalist College of Applied Arts and Technology
PO Box 4200
Wallbridge/Loyalist Rd.
Belleville, Ontario K8N 5B9
Phone: (613) 969-1913, ext. 2204
<http://www.loyalistc.on.ca>

Mohawk College of Applied Arts and Technology
Fennell Ave. and West St.
Box 2034
Hamilton, Ontario L8N 3T2
Phone: (905) 575-2000,
(905) 575-1212
<http://www.mohawckc.on.ca>

Niagara College of Applied Arts and Technology
PO Box 1005
300 Woodlawn Rd.
Welland, Ontario L3B 5S2
Phone: (905) 735-2211
Admissions: ext. 7618
<http://www.niagarac.on.ca>

Northern College of Applied Arts and Technology
Highway 101 East
PO Box 3211
Timmins, Ontario P4N 8R6
Phone: (705) 235-3211
<http://www.northernc.on.ca>

St. Clair College of Applied Arts and Technology
2000 Talbot Rd. W.
Windsor, Ontario N9A 6S4
Phone: (519) 966-1656
Admissions: (519) 972-2759
<http://www.stclair.on.ca>

St. Lawrence College of Applied Arts and Technology
2288 Parkdale Ave.
Brockville, Ontario K6V 5X3
Phone: (613) 345-0660 or
(613) 544-5400 or
(613) 933-6080
<http://www.sl.on.ca>

Sault College of Applied Arts and Technology
PO Box 60
443 Northern Ave.
Sault Ste. Marie, Ontario P6A 5L3
Phone: (705) 759-6774
Toll-free: 1-800-461-2260
<http://www.saultc.on.ca>

Seneca College of Applied Arts and Technology
1750 Finch Ave. E.
North York, Ontario M2J 2X5
Phone: 416-491-5050
<http://www.senecac.on.ca>

Sheridan College of Applied Arts and Technology
1430 Trafalgar Rd.
Oakville, Ontario L6H 2L1
Phone: (905) 849-2800
<http://www.sheridanc.on.ca>

Sir Sandford Fleming College of Applied Arts and Technology
Brealey Dr.
Peterborough, Ontario K9J 7B1
Phone: (705) 749-5530
<http://www.flemingc.on.ca>

Collège d'Alfred
C.P. 580
31, rue St. Paul
Alfred, Ontario K0B 1A0
Phone: (613) 679-2218

Kemptville College
830 Prescott St., Box 2003
Kemptville, Ontario K0G 1J0
Phone: (613) 258-8335

Michener Institute for Applied Health Sciences
Student Services
222 St. Patrick St.
Toronto, Ontario M5T 1V4
Phone: 416-596-3177

Niagara Parks Commission School of Horticulture
Admissions
PO Box 150
Niagara Falls, Ontario L2E 6T2
Phone: (905) 356-9554

Ridgetown College of Agricultural Technology
Director
Main St.
Ridgetown, Ontario N0P 2C0
Phone: (519) 674-1500

For further information on admission requirements, programs, fees and residences, contact:

Algonia University College
1520 Queen St. E.
Sault Ste. Marie, Ontario P6A 2G4
Phone: (705) 949-2301, ext. 241
Toll-free: 1-888-254-6628

Brock University
500 Glenridge Ave.
St. Catharines, Ontario L2S 3A1
Phone: (905) 688-5550
Liaison Officer: ext. 3245
Admissions: ext. 3434/4435
<http://www.brocku.ca>

Carleton University
Administration Building
1125 Colonel By Drive
Ottawa, Ontario K1S 5B8
Admissions: (613) 520-3663
Phone: (613) 520-7400
Toll-free: 1-888-354-4414
(Ontario and Quebec)
<http://www.carleton.ca>

Collège dominicain de philosophie et de théologie
96 avenue Empress
Ottawa, Ontario K1R 7G3
Phone: (613) 233-5696 or
(613) 233-5697

Collège universitaire de Hearst
C.P. 580
Hearst, Ontario P0L 1N0
Phone: (705) 372-1781
University of Guelph
University Centre, Level 3
Guelph, Ontario N1G 2W1
Phone: (519) 821-2130
<http://www.uoguelph.ca>
Lakehead University
955 Oliver Rd.
University Centre, Room 239
Thunder Bay, Ontario P7B 5E1
Phone: (807) 343-8500
Toll-free: 1-800-465-3959
(Ontario, Manitoba, Saskatchewan)
<http://www.lakeheadu.ca>

Laurentian University
935 Ramsey Lake Rd., 11th Fl.
Sudbury, Ontario P3E 2C6
Phone: (705) 675-1151
Admissions: (705) 675-4843
<http://www.laurentian.ca>

McMaster University
Gilmour Hall, Room 108
1280 Main St. W.
Hamilton, Ontario L8S 4L8
Phone: (905) 525-9140
Admissions: (905) 525-4600
<http://www.mcmaster.ca>

Nipissing University
100 College Dr.
PO Box 5002
North Bay, Ontario P1B 8L7
Phone: (705) 474-3450
Admissions: (705) 474-3461, ext. 4292
<http://www.unipissing.ca>

Ontario College of Art & Design
100 McCaul St.
Toronto, Ontario M5T 1W1
Phone: 416-977-5311
Admissions: 416-977-6000
ext. 310, 236
<http://www.ocad.on.ca>

St. Paul University (federated with the University of Ottawa)
223 Main St.
Ottawa, Ontario K1S 1C4
Phone: (613) 236-1393,
ext. 2318

University of Ottawa
Box 450, Station A
550 Cumberland St., Room 212
Ottawa, Ontario K1N 6N5
Phone: (613) 562-5800
Administration: ext. 1952
<http://www.uottawa.ca>

Queen's University
Richardson Hall, Room 202
Kingston, Ontario K7L 3N6
Phone: (613) 545-2000
Administration: (613) 545-2218
<http://info.queensu.ca/>

Royal Military College of Canada
PO Box 17000, Stn. Forces
Kingston, Ontario K7K 7B4
Phone: (613) 541-6000, ext. 6302

Ryerson Polytechnic University
350 Victoria St.
Toronto, Ontario M5B 2K3
Phone: 416-979-5000
Admissions: 416-979-5027
<http://www.ryerson.ca>

University of Toronto
27 King's College Circle
Toronto, Ontario M5S 1A1
Phone: 416-978-2190
<http://www.utoronto.ca>

Trent University
Peterborough, Ontario K9J 7B8
Phone: (705) 748-1215
<http://www.trentu.ca>

University of Waterloo
200 University Ave. W.,
3rd Fl., Room 3073
Waterloo, Ontario N2L 3G1
Phone: (519) 885-1211, ext. 5378
<http://www.uwaterloo.ca>

University of Western Ontario
1151 Richmond St.
Sevenson-Lawson Building,
Room 151
London, Ontario N6A 5B8
Phone: (519) 661-2026
<http://www.uwo.ca>

Wilfrid Laurier University
75 University Ave. W.
Waterloo, Ontario N2L 3C5
Phone: (519) 884-1970
Admissions: ext. 3351
<http://www.wlu.ca>

University of Windsor
401 Sunset Ave.
Windsor, Ontario N9B 3P4
Phone: (519) 973-7014
Toll-free: 1-800-864-2860
(Ontario and Quebec)
<http://www.uwindsor.ca>

York University
4700 Keele St.
Assumption College Bldg.
Toronto, Ontario M3J 1P3
Phone: 416-736-5100
<http://www.yorku.ca>

Contact North: Distance Education Network

If there is no listing for Contact North in your local telephone book, call 1-800-561-2222, or contact one of the two regional coordinating centres.

Northwest Regional Coordinating Centre
1139 Alloy Dr., Ste. 104
Thunder Bay, Ontario P7B 6M8
Phone: (807) 344-1616
Fax: (807) 344-2390

Northeast Regional Coordinating Centre
410 Falconbridge Rd., Unit 1
Sudbury, Ontario P3A 4S4
Phone: (705) 560-2710
Fax: (705) 525-0136

TVOntario

TVOntario provides access to television-based credit telecourses in collaboration with Ontario colleges and universities. For more information, contact the college or university of your choice.

For information about particular courses, write to:
The Ontario Association of Career Colleges

233 Colbourne St.
Suite 402, PO Box 340
Brampton, Ontario N3T 5N3
Phone: (519) 752-2124
Fax: (519) 752-3649

Further information may be obtained from:
Superintendent
Private Vocational Schools Unit
Ministry of Education
8th floor, Mowat Block
900 Bay St.
Toronto, Ontario M7A 1L2
Phone: 416-314-0500
Fax: 416-314-0499

Labour Market Information (LMI)

Looking for work in all the right places

Information about the world of work – that's labour market information (LMI). It's all about opportunities: where they're located, when they're anticipated, how many there will be, the nature of the work available (full-time, seasonal, etc.) and the qualifications required.

Combining LMI with an understanding of your skills, values and interests can help you find work that's right for you or help you make career-planning decisions.

LMI surrounds us: in the newspaper, in advice from friends and colleagues and in Web sites and job postings. If you're in search of LMI, you can also check with:

- Human Resources Development Canada (HRDC) at <http://www.hrdc-drhc.gc.ca>
- The Alliance of Sector Councils at <http://www.councils.org> (See pages 30 to 32 in this section for more information on sector councils)
- major banks, credit unions and trust companies that put out regular economic outlook reports. These generally give outlooks for the next two years by province/territory and by industry. You may want to start with Scotiabank at <http://www.scotiabank.ca/economy.htm> TD Financial Group at <http://www.td.com/economics/index.html> or Royal Bank at <http://www.royalbank.com/economics/>
- government departments such as Statistics Canada at <http://www.statcan.ca> Industry Canada at <http://www.ic.gc.ca> Public Service Commission of Canada at <http://www.psc-cfp.gc.ca>
- company Web sites, newsletters and year-end reports
- professional associations representing specific occupations or industries
- an employer or employee in a specific field.

Career counsellors, guidance counsellors or teachers can help you sort through these sources of information.

Getting to the source

Wondering if LMI specialists have psychic powers? Wondering how they are able to make predictions about the future of various industries and occupations? Well, they don't have a crystal ball, read tarot cards or have any special powers. They use statistics, forecasts and trends to make educated guesses about the state of various sectors of the economy and occupations in the future.

These outlooks are based on a variety of sources, and the information can vary from source to source. *Ontario Prospects* provides tips to help you figure out which sources are reliable, and to help you narrow down those that contain information relevant to your own career. As you look at occupational outlooks, keep the following points in mind.

- Beware of references to job growth that don't say how many people are employed in the occupation now. A doubling of

employment in five years sounds good, but it makes a big difference if there are 100 people or 10,000 people working in that occupation now.

- Beware of a lack of references for the outlook. Is the prediction based on statistics, interviews with experts in the field or just a guess drawn from the latest headlines?
- Growing industries are not the only ones where there will be openings. For example, employment in the railway industry is not likely to grow, but jobs will open up because many current employees will soon be retiring.
- Careers in demand now may not be in the same demand in a few years. Analyze forecasts to see why there are job openings and figure out whether the trend is likely to continue. This is especially important if you are two or more years away from entering the job market.
- Consider how technology may change the jobs you are looking at over the next five to ten years. Will the occupations you are looking at still exist? How likely are the occupations to adapt to changes in technology, economic trends, etc.?
- Compare national LMI with the LMI in your region to determine if there are similar trends.

Narrowing down your search

The Youth Employment Resource Centre (YERC) in Nepean, Ontario, counsels people looking for work. The counsellors help find job leads, assist with résumé writing and provide LMI resources.

What kind of information do people ask for, and what do they find most useful?

Sarah Stiles, coordinator of the resource room, says most people start by looking for a job in their own community. They need leads to find out where the jobs are, how to approach potential employers, how to present themselves and how to get through an interview.

Sarah says that in 1999-2000 the number of jobs in YERC's community increased, but many people don't know how to take advantage of these opportunities. To help, YERC offers clients a number of LMI resources, including:

- Easy-to-use career-oriented software packages
- Job-posting boards (many are available on-line)
- Experienced counsellors
- Résumé software and guides
- Forecasts and trends for specific industries and occupations.

Sarah Stiles sums it up this way: nobody comes into a resource centre asking for "labour market information", but what they wind up getting is just that. Making use of these resources is your best way to explore your future. Remember to look at LMI for the region where you plan to seek employment. Opportunities may not exist in every community or region.

Making Sense of LMI

You've been to a career or guidance counsellor, or you've checked out what current labour market information (LMI) the Internet has to offer. You have an idea of what to consider when analyzing occupational outlooks; now, how do you make sense of all the other LMI out there? How do you select from the many sources of information and know what is relevant to you? You have to learn to ask questions and find where to go for up-to-date answers. Because information changes so rapidly, choose your sources carefully and keep looking for new facts.

Points to keep in mind when using labour market information

- Know the difference between industries and occupations. Occupations can be carried out in many different industries. Think in terms of what skills are necessary for the occupation you are interested in, and then see what other areas of the economy use similar skills.
- Compare the same kind of information from several different sources, to ensure the information is not biased.
- Many job descriptions are written in generic terms. You will need to translate the descriptions into the day-to-day work, then decide if that's what you want to do.
- Salary information may often appear unrealistic. Be sure to ask yourself why. Remember that factors such as job location and nature of the work (such as seasonal versus full-time) may affect the average salary for an occupation.
- Some sources of labour market information do not specify work conditions, such as whether the work is indoor or outdoor, and if overtime and shift work are required. Research to fill in the blanks before deciding if the work is for you.
- Make sure you understand the skills and training requirements for particular occupations before you apply. Talk to people employed in the field that interests you about the ins and outs of the job. Then compare that information with what's offered by education and training facilities.
- Ask yourself if the occupation you are looking at offers mobility. Mobility may mean you can find work in different parts of the world or it may mean you'll learn skills that can be transferred to other positions within your field or to other sectors.
- Specialized jobs with attractive pay and working conditions may exist in only some places. Will you be willing or able to relocate?
- Read labour market information in terms of where you want to be in a few years, not just today. Sometimes a job with advancement is preferable to a job with no chance of promotion.



HOT OCCUPATIONS AND CAREERS

GOOD

- Truck Drivers
- Cabinetmakers and Bricklayers
- Carpenters
- Plumbers
- Early Childhood Educators and Assistants
- Teachers – Secondary School, Elementary School, Kindergarten
- Interior Designers
- Graphic Designers and Illustrating Artists
- Public Relations and Communications Specialists
- Editors and Writers
- Physiotherapists
- School Guidance Counsellors
- Doctors
- Dentists

STRONG

- Registered Nurses
- Information Systems and Data-Processing Managers
- Mechanical, Chemical and Computer Engineers
- Computer Systems Analysts
- Chefs
- Machinists and Machining and Tooling Inspectors
- Tool and Die Makers



HOT OCCUPATIONS AND CAREERS

APPAREL INDUSTRY

Many Canadians are conscious of fashion, but few are aware of the vibrant and growing apparel industry that supplies their garments. It continues to grow as new companies enter the market and existing companies work to meet new needs, styles and markets in Canada and abroad.

The apparel industry has always been one of the most entrepreneurial and innovative sectors of the Canadian economy. With more than 1,000 clothing manufacturers in Ontario, the industry employs more than 30,000 people in diverse careers, including industrial engineering, quality control and logistics, industrial sewing and embroidery-machine operating, sample making, cutting and finishing and design. There are also positions in management, finance and sales and marketing.

People in a wide range of specialties are now in demand. Postsecondary institutions offer industry-specific education programs across the country and some provincial associations offer training programs.

For more information, visit the Apparel Human Resources Council at

<http://www.apparel-hrc.org>

AUTOMOTIVE REPAIR AND SERVICE INDUSTRY

Some 200,000 people work in this fast-changing industry, 109,000 of them in Ontario. Most work full-time in franchised car dealerships, retail chain stores, specialty repair facilities, wholesalers, jobber stores, warehouse distributors, service stations and independent repair facilities.

Technology in this industry is changing quickly, and vehicles are getting more and more complex. Opportunities for work are anticipated for automotive service technicians, parts persons, autobody and collision damage repairers, advisers, truck and coach technicians, and shop foremen/women. Positions in the areas of management, finance, accounting, instruction and training are also anticipated.

It is also predicted that within the next five to ten years there will be a shortfall of qualified technicians in all areas of the industry. Nearly half of the current work force is over 40 years of age; only about one in 15 is under the age of 25. According to the study, the industry will need about 18,000 people across Canada over the next two years to deal with growth.

Most trades in this sector are restricted, requiring a worker to either be a registered apprentice or hold a Certificate of Qualification for the trade.

MORE INFORMATION

See page 18 for information on apprenticeship. Also visit the Canadian Automotive Repair and Service Council (CARS) Web site at <http://www.cars-council.ca> to learn more about career prospects and training in the industry.

TOURISM

Tourism is the world's largest and fastest-growing industry. About 460,000 people are now employed in tourism in Ontario, over 8 per cent of Ontario's total employment, with 625,000 predicted for 2005. Ontario has Canada's largest tourism industry, representing more than 88,000 businesses in food and beverage, accommodation and amusement, transportation and travel services, in car rental and in tourism-related retail. Tourism is a major employer of young people and is one of the largest seasonal employers of students. A variety of tourism-related programs are offered by Ontario colleges and universities.

More Information:

Check out the Canadian Tourism Human Resource Council Web site at <http://www.cthrc.ca> and <http://www.tourismworkweb.com> and consult the Ontario Tourism Education Corporation at <http://www.otec.org>

CONSTRUCTION SECTOR

The construction industry offers a wide variety of interesting, creative and satisfying career opportunities, from hands-on work to technical and supervisory work. In Ontario, the construction industry employs some 300,000 people in residential building and development, in industrial and heavy-engineering construction and as trades contractors. As in other parts of Canada, there is a skills shortage in the industry in Ontario, with a need for electricians, steamfitters, carpenters, cabinetmakers and construction millwrights.

The Ontario construction industry is a world leader, as shown in such high-quality projects as the CN Tower, Air Canada Centre, and Imax cinemas. Construction companies need skilled workers to build homes designed for energy conservation and state-of-the-art information and entertainment systems. When companies build office towers and residential complexes overseas, they often look to Ontario to find skilled and experienced workers to lead their projects.

MORE INFORMATION

See page 18 for more details on apprenticeship. Also visit the Canadian Construction Association Web site at <http://www.cca-acc.com> and the Ontario Construction Secretariat Web site at <http://www.iciconstruction.com>

VOLUNTEER SECTOR

The year 2001 has been designated International Year of Volunteers. It's a good time to consider the value of volunteer work, for yourself and your community.

Almost 3 million people volunteer at various charities and non-profit organizations across Ontario. They are part of the reason Canada was named the country with the highest quality of life in the world for the sixth year in a row.

The types of volunteer work are unlimited. You can be a board member of a non-profit group, organize events, answer phones or plant trees. "Virtual volunteering" allows people to perform volunteer work from a distance, using e-mail, the Web, telephone or fax. For example, a BC Web designer can build a Web site for a voluntary organization in Nunavut; a lawyer in Toronto can review an organization's bylaws in Thunder Bay.

Volunteering is a great way to explore a new career path. It can give you a first-hand look at what it is like to work in a particular industry. In a recent survey, one third of all volunteers believed that volunteering had given them new skills that could be applied directly to the workplace. Nearly two thirds of youth volunteers felt that their volunteer efforts would increase their chances of finding a job.

For more information, visit

Volunteer Canada at <http://www.volunteer.ca>

Volunteer Opportunities Exchange at <http://www.voe-reb.org>

Charity Village Community Foundations of Canada at <http://www.charityvillage.com>

Fédération des centres d'action bénévole du Québec at <http://www.cam.org/fcabq>

Community Foundations of Canada at <http://www.community-fdn.ca>

Our Millennium at <http://www.ourmillennium.ca>

HOT OCCUPATIONS AND CAREERS

HEAVY EQUIPMENT INDUSTRY

Many of Canada's major businesses in fields such as construction, forestry, mining and oil and gas depend on the equipment industry to supply and service the tools for their work.

This industry employs thousands of people who maintain equipment, from graders to rock-drillers, to locomotives and heavy trucks. The demand for skilled technicians in this field will continue into the future.

As well as service technicians who keep equipment running, the industry employs telephone help-line specialists and parts persons who are skilled at

computerized inventory control. Individuals with management, finance and accounting skills are also in demand. To pursue a career in this industry, you need a good grounding in mathematics, sciences and computers.

Courses are available across the country, and practitioners with the right combination of training and experience can receive national certification in their field. This gives workers mobility because their skills are recognized anywhere in Canada. Also, you may be able to enter an apprenticeship. A Grade 12 diploma is required; however, you are not necessarily required

to have automotive mechanics courses or other technical subjects.

Continued advances in technology mean there is always something new to learn – no boring days in this industry! You may choose to move into marketing, change work locations, train for management or open your own business. Be part of a team or work on your own.

See page 18 for information on apprenticeship.

Also visit the **Canadian Equipment Industry Training Committee's** Web site at <http://www.solidfutures.org>

Biotechnology is "a broad and rapidly expanding field," says Paul Watson, Senior Associate with the Biotechnology Human Resource Council (BHRC). "Most people think of medical applications and agriculture when they consider biotech, but it's much broader. It ranges from beer-making to pharmaceuticals to cleaning up toxic waste sites." In less than ten years the biotechnology industry will need many more qualified Canadian professionals. The BHRC is providing courses and programs to help prepare today's generation to meet that need.

BIOTECHNOLOGY

For more information, visit

the Biotechnology Human Resource Council: <http://www.bhrc.ca>
the Toronto Biotech Initiative: <http://www.torontobiotech.org>
the Council for Biotechnology Information: <http://www.whypiotech.com>

CANADIAN STEEL INDUSTRY

If you're looking for challenging and rewarding employment, Canada's steel industry could be your door to the future. It is an internationally competitive industry that is both innovative and growing and employs 400,000 people in Ontario.

A 1999 survey suggests that Canada's steel industry will offer challenging, well-paid employment opportunities to thousands of Canadians over the next few years. The steel industry will be looking for individuals with a combination of suitable education and employability skills to work in areas such as:

- ☐ production (steelmaking)
- ☐ skilled trades (millwright, industrial electrician, welder)
- ☐ engineering technology (technician, technologist)
- ☐ engineering (industrial, civil, chemical)
- ☐ sales and administration

MORE INFORMATION

Visit the Canadian Steel Trade and Employment Congress

Web site at <http://www.cstec.ca>

ENVIRONMENT

Opportunity abounds in the environmental sector. The Canadian Council for Human Resources in the Environment Industry (CCHREI) in its research points to strong demand now and in the future for environmental practitioners in diverse positions – environmental engineers, technologists, biologists, managers and communicators, to name a few. If you're interested, check out the EnviroJob Board, on CCHREI's Web site. You'll find job listings for positions from entry level to senior management across the country. Soon you'll be able to search 31 environment career profiles and match them with your interests and skills, or add your résumé to the résumé bank.

For more information, check out the EnviroCareers resources at <http://www.cchrei.ca/ec.html>

HOT OCCUPATIONS AND CAREERS

WITT NATIONAL NETWORK

Skilled and technical trades contribute enormously to Canadian society in the building trades, equipment operations and manufacturing industries.

Today, many women are finding challenging, skilled and well-paid careers in trades and technology. Interesting trades and technology careers include carpentry, plumbing, drywall, tool and die and heavy equipment operations and maintenance. In addition to these careers, all of which are becoming more technology oriented, there are a growing number of jobs in the high tech sector itself. These include skilled work in fibre optics, computer technology and

information technology. Industries such as auto manufacturing are hiring large numbers of skilled tradespersons, and these days many of them are women.

Each trade and sector has its own requirements for training and skill development, which can include college or university education, apprenticeship and some on-the-job learning.

For more information, contact your local apprenticeship office (see page 18 for details). Many trades are represented by associations, which have Web sites with more information. WITT (Women in Trades and Technology) National Network

is an education and advocacy organization dedicated to the integration of women in trades, technology and operations. It works to increase the accessibility of these careers. The network runs several career-planning programs for women. WITT Works! focusses on promoting construction and manufacturing trades and technology. Win IT (Women in Information Technology) promotes careers in the computer and information technology sector.

**For more information, visit
<http://www.wittnn.com> or
call 1-800-895-WITT**

ALSO CONSULT THESE ORGANIZATIONS

Aboriginal Human Resources
Development Council of Canada
Tel.: 306-966-2468

Canadian Aquaculture Industry Alliance
<http://www.aquaculture.ca>

Canadian Association of Equipment
Distributors
<http://www.caed.org>

Canadian Aviation Maintenance Council
<http://www.camc.ca>

Canadian Council of Professional Engineers
Tel.: 613-232-2474
Fax: 613-230-5759
<http://www.ccpe.ca>

Canadian Council of Technicians and
Technologists
<http://www.cctt.ca>

Canadian Grocery Producers Council
Tel.: 416-675-3311
Fax: 416-675-2835
<http://www.cgpc.org>

Canadian Plastics Sector Council
<http://www.cpssc-ccsp.ca>

Canadian Professional Logistics Institute
<http://www.loginstitute.ca>

Canadian Technology Human
Resources Board
<http://www.cthrb.ca>

Canadian Trucking Human Resources Council
Tel.: 613-244-4800
<http://www.cthrc.com>



Cultural Human Resources Council
Tel.: 613-562-1535
<http://www.culturalhrc.ca>

Electronic and Appliance Service Industry
<http://www.easi.ca/easi/index.html>

Forum for International Trade Training
1-800-561-FITT (3488)
<http://www.fitt.ca>

Horticultural Human Resources Council
hrrt@nbnet.nb.ca

Mining Industry Training and
Adjustment Council - Canada
<http://www.mitac.ca>

Motor Carrier Passenger Council of Canada
Tel.: 905-762-0414
Fax: 905-762-0415

National Seafood Sector Council
<http://www.nssc.ca>

Packaging Careers Council of Canada
<http://www.packagingcareers.org>

Sectoral and Occupational Studies
<http://www.hrdc-drhc.gc.ca/sector>

Sectoral Skills Council of the Canadian
Electrical/Electronic Industry
Tel.: 613-567-3036
Fax: 613-567-3195

Software Human Resource Council
<http://www.shrc.ca>
E-mail: info@shrc.ca

Textiles Human Resources Council
<http://www3.sympatico.ca/thrc>